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ABSTRACT

The preface states that this report was developed from interviews of college administrators, staff, and students; from department self-studies; and from open hearings. The intent of the report is to present the framework for a changed administrative structure, a new academic design, and a system for policy determination. The document is divided into the following sections: (a) introduction; (b) organization and administrative structure; (c) academic affairs (divided into two subsections, academic programs and research, educational services and related programs); (d) student affairs; (e) administrative affairs; (f) development and college relations; (g) policy development; (h) personnel policies; (i) physical facilities; (j) summary. In addition to specific recommendations, the summary states that the committee's overall recommendation is that George Peabody College for Teachers become an institution totally devoted to the teaching and learning processes, to learners and teachers, and to those who plan and manage educational systems anywhere in the world; to accomplish this goal, irrelevant existing training programs will be eliminated and new training programs leading to professional certification will be developed. Appendixes include proposals for changes. (JA)

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DESIGN FOR THE FUTURE

A Report From

The Select Committee on Peabody's Second Century

to

President John Dunworth

and

The Board of Trustees

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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George Peabody College for Teachers
Nashville, Tennessee 37203
August 29, 1974

PREFACE

When Dr. John Dunworth assumed the presidency of George Peabody College for Teachers in January 1974, he came with a strong commitment to the preparation of professionals in education, to the advancement of knowledge regarding learning and teaching, and to the essential role education plays in the lives of individuals and societies. He came to a unique and distinguished institution that had provided almost one hundred years of leadership in education. The institution was in the midst of an intensive accreditation self-study. All programs, policies, priorities, and personnel were being subjected to rigorous scrutiny. Though strengths were emerging, institutional weaknesses were becoming disturbingly clear. To maintain its traditional position of educational leadership, Peabody College was confronted with the need to change, without the luxury of extended time in which to bring about that change.

On March 26, 1974 President Dunworth announced to the Faculty the appointment of a Select Committee on Peabody's Second Century. The charge to the committee was to develop an "exciting and facilitating academic design for the future". Challenging the Committee "to dare to dream", the president envisaged a report rooted in fiscal reality that would "reach out beyond the traditional limits that have so frequently restricted formal education and...seek creative solutions that can serve as models for the entire society." In the development of a new design the Committee was instructed to counsel with faculty, students, staff, alumni, practitioners, administrators, and others. Upon completion, the report was to be presented to the Board of Trustees for action.

The Committee has taken seriously the charge to seek counsel. In-depth interviews have been held with all administrators who hold major positions of responsibility on campus, the Faculty Advisory Council, the instruction committees, student and staff organizations, the Demonstration School Faculty, the Executive Committee of the Alumni Association, and the Coordinating Committee of the Kennedy Center. After careful examination of department self-studies prepared for the Southern Association of College and Schools, extended sessions have been held with the chairpersons of all departments. Recommendations and suggestions have been requested and received from faculty, staff, students, and alumni. A series of open hearings has elicited ideas on particular issues from faculty, staff, and students. Representatives of the Southern Association of Colleges and Schools, the Southern Regional Education Board, the National Education Association, the Tennessee Higher Education Commission, the American Association of University Professors, and the Metro Nashville-Davidson County Schools have been consulted. Additional reports of faculty self-study committees and a wide range of professional literature have been drawn upon heavily.

This report of the Select Committee to President Dunworth is the result of these numerous investigations. Through commentary and recommendations, it presents the framework for a changed administrative structure, a new academic design, and a system for policy determination. Designed to be a living instrument, the expectation is that it will grow as actions are detailed and change as circumstances demand. Time will be required for its implementation. While some recommendations can be effectuated at once, others will need a year or more to complete. But whatever the period of transition, the situation will call for cooperation, understanding, and a full measure of goodwill on the part of all members of the Peabody community.

One final word needs to be said. The Select Committee has enjoyed the total cooperation of those to whom we have turned for counsel. We have felt at all times that we were colleagues working together toward common goals. Our working relationship with President Dunworth has been especially gratifying. While we have been in total accord on many issues, we have not hesitated to differ. Whatever the differences, with the President or among ourselves, they have been without acrimony. Neither individually nor collectively, have we felt coerced or influenced unduly to accept vigorously held points of view. As a consequence, this report is in all respects, a collective endeavor. It represents our best judgment of a design that will enable Peabody College to move more effectively into a second century of educational leadership.

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I. A DISTINGUISHED PAST, A PROMISING FUTURE

There are critical moments in the lives of social institutions, times when the force of circumstance and human insight join to produce significant achievement. At least two such moments have transpired in the life of Peabody College. The first occurred in 1875, when the trustees of the Peabody Fund, and those of the University of Nashville, agreed to the establishment of a normal school as a component of the University. The consequence of this action was to provide an added dimension to teacher education in America. Conceived as a regional institution, rather than a local normal school, the charge of the new college was to supply a body of "professionally educated teachers, of both sexes," to care for the educational needs of a war-devastated South. And even this purpose, expansive for its day, soon proved too limited in geographic scope. Well before the end of the century Peabody's reputation in teacher education had begun to enlarge to national proportions.

A broadening area of institutional service, coupled with developing needs for more advanced levels of professional leadership in education, helped to generate, for Peabody, a second critical moment. It came in January, 1903 when the trustees of the Peabody Education Fund resolved that "trust funds in its hands or a portion thereof...should be applied to the establishment or maintenance of a teachers college to be called GEORGE PEABODY COLLEGE FOR TEACHERS...." This action led to the closing of the Peabody Normal College and the opening of the new institution in 1914 at its present location.

Across the years since 1914, George Peabody College for Teachers has maintained a position at the forefront of teacher education in America. Concentrating heavily on advanced programs for professional personnel and providing a variety of services to schools and colleges, Peabody has applied its energies and insights in the leadership of a frontal assault on the educational programs of the twentieth century. In the process the College has maintained a generally consistent sense of purpose, remaining a viable institution through a willingness to question the conventional wisdom of established ways and a determination to cast aside outmoded programs and activities.

Despite a capacity to adapt and innovate, Peabody has, in recent years, been confronted with forces that have tested severely its resilience and powers of accommodation. Significant changes in the organization and nature of schools and schooling have brought to serious question traditional approaches in teacher education. Financial stringencies, affecting higher education in general and private education in particular, have added another measure of concern.

Responding to these exigencies, Peabody's Board of Trustees instituted temporary measures at the close of the 1960's to rationalize the College's financial structure. Later, in 1973, the Board, with subsequent faculty endorsement, reaffirmed the College's central and historic mission to prepare educational leadership personnel and promote research and innovation appropriate to the processes of teaching and learning.

Whatever the merits of such actions, they were hardly regarded as seminal. Certainly, no group understood better than the Peabody Board that more was required if the college were to prevail and prosper. Accordingly, it is perhaps not too audacious to speculate that George Peabody College for Teachers may have arrived at a third critical moment in its life. Perhaps it will become apparent, in time, that in the late summer of 1974 those in whose hands rested the destiny of Peabody made decisions of profound significance to the future of the College. Perhaps, a generation hence, it will be written that the Peabody Board of Trustees seized the moment. As Peabody enters its second century (or virtually its third century if one considers its total lineage) is it too ambitious to hope that wise decisions will thrust this venerable institution into a third stage of leadership in American education? The challenge is indeed a compelling one, one that calls forth the highest levels of faith, commitment, and enlightenment.

Probing the Future

The development of a more meaningful organization and the achievement of an orderly transition toward a new stage of educational leadership will be for Peabody demanding endeavors. Change, and particularly if the change is judged profound, can be threatening and traumatic. But change can also be exhilarating. There are elements of high drama in purposeful movement toward goals that have been boldly set.

Where substantial alterations in existing structures and ways are anticipated, it is imperative that an element of realism prevail, that options be carefully assessed. By the same token, care should be exercised lest arguments for a "sense of realism" become little more than a collection of snares and delusions advocated by those essentially committed to the status quo. It is well, therefore, to consider the observation of Karl Mannheim that, in a time of significant change, "the idealist is the realist."

The establishment of idealistic goals and directions in the face of the accelerating social and technological change which characterizes the late twentieth century is a formidable task. Providing a field day for a small army of futurists, it is a situation that is loading our vocabulary with such speculative notions as "system breaks" and "alternative futures." Much that is being said or written about the future, nevertheless, is non-empirical or, at best, predicated on data whose value is highly transitory. Population projections and indices of economic growth offer some of the more interesting examples within recent years.

In matters of education there are some probings into the future that can be made with a measure of assurance, some trends that can be assessed with sufficient reality to make projections with some confidence. It seems reasonable to assume, for instance, that for the foreseeable future Americans will retain their traditional commitment to the schooling of all the nation's children and youth. Regardless of population trends, such support for the principle of universal education will continue what is generally recognized as a formidable undertaking. An accurate assessment of the size of future

school populations is scarcely required to know that determination of the most appropriate means to carry out the educational process will require wisdom and foresight of a high order, the kind of leadership that can properly be the domain of such an institution as Peabody.

Equally predictable is the assumption that the great bulk of elementary and secondary education will remain in the public sector. Such an assertion need not include the assumption, however, that public education in the United States will necessarily maintain its traditional forms. Indeed, it may well be that more relevant structural arrangements and improved delivery systems will be required by a public that wishes to invest its trust and resources in the wisest possible manner. It is axiomatic that this will require the formulation of educational policy elaborately data based, insightfully evaluated, and creatively developed. For Peabody, bred and nurtured in the service of public education, the prospect of playing a central role in charting innovative directions for the nation's schools is, at once, the addition of a fresh dimension to a traditional purpose and an embodiment of the thrill of new promise.

If there are to be schools, there will be those who administer the system, those who direct the learning process, and those who provide other types of instructional assistance. The sheer magnitude of this body of managerial and instructional personnel dictates that it will be largely supplied and maintained by the nation's publicly supported schools of education. This very circumstance provides an enticing option for Peabody. The production of huge quantities of professional personnel is not the only educational game in town. There is, in fact, a more limited contest that can likely be played better by a free, privately supported institution, unfettered by legislative constraints. It is a game that generates basic and applied research related to the processes of teaching and learning, innovation in curriculum design, and creative insights into the preparation of professional personnel. It speaks clearly to the proposition that Peabody must reject a comprehensive approach to higher education, even to teacher education, and focus on sharply delineated markets that desire specialized services. Stated differently, it says that if Peabody is to prevail the college must select a competitive domain that will give it a clear advantage.

The field of action envisaged for Peabody can apply to the education of adult society as well as to the schooling of children and youth. It moves from the assumption that the future of American education will include the learning needs of an aging population. In an increasingly urbanized society, characterized by an accelerating technology, there is an exacerbation of individual and social dislocation. There is, likewise, the prospect of increasing amounts of leisure time available to the individual citizen. Both situations provide opportunities for program development and policy formation, natural arenas for Peabody.

As the scope of American education is broadening in response to developing needs of adult society, so it is assuming responsibilities that relate to the educational needs of planetary society. The past generation

has witnessed the transmission of American educational ideas to peoples everywhere. That the United States, in its role of world leader, will continue this form of cultural export seems evident. Such activity is an area in which Peabody can make a distinctive contribution. An experienced participant in past intercultural endeavors, the College has much to offer in the field of global education.

In the face of these challenging opportunities, there remains the ominous question: Is there a genuine future for private higher education in the United States? Stated in severely delimited terms: Is there, on the educational stage, a legitimate role for a privately supported school of education? The larger question is filled with ambiguities. A number of private colleges have fallen by the wayside; others face a rocky road ahead. By contrast, many private colleges and universities appear reasonably secure. Neither circumstance, however, provides models especially appropriate for Peabody. Always a relatively unique institution on the American scene, its differences from other institutions of higher learning may be even more exaggerated today. This can at once be a source of strength and weakness. To be different is to offer no guarantee of success; to be unique is to have the opportunity to stand above the crowd. This report of the Select Committee is predicated on an assumption of uniqueness. Its goal is to establish a unity of purpose and functional structure that will enable Peabody's star to be one of the brightest in the educational firmament.

Building a New Peabody

The Peabody of the future, to function with maximum effectiveness as a unique institution, will be the product of bold purposes and creative organization. Involved in the process will be a body of interrelated factors--administrative organization fashioned in response to program structure; personnel involved in the determination of college policy; institutional size and function measured against sources of financial support.

A new organizational structure emanates from a single proposition: that George Peabody College for Teachers will become the one educational institution in American society which focuses all its efforts on the teaching and learning processes and the preparation of those who would function as educational professionals, regardless of the setting or the nature of the population to whom instruction will be provided. This singleness of purpose suggests a responsive administrative structure that avoids the complexities which characterize large multipurpose universities. It will be an administration, sensitive to changing educational requirements, that maximized the use of its professional resources wherever they can be most effectively employed.

Organizational arrangements will facilitate the development of two types of academic program areas. One type may be generally described as preservice in nature. All programs within the area will be competency-based and problem-centered, each having a number of entrance and exit points. Differentiated experiences will make it feasible for a program to culminate with some recognized award other than a degree, with the baccalaureate degree, or at the highest level, with the Master's degree. Thus, while all programs

will be professionally oriented, they will not require that every student follow the normal processes of teacher certification. They will function from the rationale that education in the future will require a variety of delivery systems, rather than simply the means embodied in the traditional process of certification.

A second type of academic program area will consist of a number of advanced programs. Professional in orientation, they will, likewise, be competency-based and problem-centered, with a variety of entry and exit points. Some may be initiated at the Master's degree level; most will culminate with either the educational specialist or doctoral degree. But there will also be provision for discrete non-degree program components with recognized awards.

Professional personnel for program areas will be provided from faculties in art, education, English, health and physical education, library science, mathematics, music, psychology, science, social studies, and special education. Integral, also, to the development and effective functioning of programs will be personnel and resources from other units of the College. And, since educational needs will require that Peabody become more field-based in its operation, personnel and resources beyond the physical limits of the campus, likewise, will be involved in program development. Thus, a program area will include, in addition to a body of relevant faculty, resource personnel in the form of practitioners in the field and nationally-prominent leaders in education.

To function creatively it is evident that Peabody must have administrative, instructional, and research personnel commensurate with the task. This will require clear specification of areas of responsibility and means to judge the accountability of professional personnel. Within the framework of the College's mission and purposes, democratic mechanisms will be employed to evolve personnel policies related to job descriptions, accountability measures, salary structures, and governance issues.

When considered in terms of program development, Peabody's future size becomes a variable. It is one thing to think of enrollment in terms of a student population confined to the physical limits of a campus. Seen in this context, it is predictable that Peabody will remain relatively small, with little likelihood of substantial expansion. It further suggests that the current physical plant, while in need of renovation, will be sufficiently large to accommodate on-campus needs. There is, however, another way to conceive of size that relates to a definition of Peabody's mission as increasingly field-centered. It is not overly expansive to assert that the Peabody of the future will be wherever a program and professional personnel are functioning in an academically approved manner. Thus, the dimensions of Peabody may alter quite literally from week to week and month to month, with personnel involved in professional activities where the need exists.

The vision of Peabody greatness projected in this report demands nothing less than the most exemplary of professional personnel functioning with modern research facilities, libraries, and media centers. Such lofty ambitions can be achieved only with adequate financial resources. To obtain such support, at least five sources of income appear to be available for

the foreseeable future: (1) student tuition and fees, (2) special purpose grants for research and training, (3) contracts for the delivery of professional services, (4) gifts and bequests, including block grants from state and federal agencies, and (5) income from endowment.

The tuition and fees generated by Peabody's Basic and Advanced training programs will constitute a major source of financial support. Since this is support paid for by students themselves, the volume will depend upon the income level of the clientele for which programs are attractive, the extent to which Peabody graduates find ready employment and continued advancement as professionals in education, and the importance that young people attach to post-secondary education.

Research and training grants from private foundations, as well as federal, state and local governments, will be contingent upon the College's ability to anticipate society's needs for knowledge and trained man-power in new areas of specialization. If financial support is to be available from these sources, Peabody must keep its eyes on the future. While devoting time and energy to the successful operation of current programs, it will be necessary to keep attention focused on the years ahead so as to anticipate society's educational needs and to conceptualize approaches to their resolution.

Contracts for the delivery of professional services represent one of the more promising sources of financial support. There is a developing need for such contractual arrangements, not only by school systems but also by governmental agencies and private business. The establishment of such delivery systems, while enhancing the College's economic base, has the added value of providing much to the intellectual vitality on the campus.

Gifts and bequests, as a major source of income, represent an uncertain but challenging future for Peabody. The challenge arises from the fact that substantial financial support from these sources is something the institution must earn. Private donors can be attracted only if they regard Peabody worthy of their support. Similarly, in the public sector, the possibility of the federal and state governments moving within the next decade to block grants to selected private institutions speaks to factors of quality and distinctiveness. Given a high quality, professional enterprise, an aggressive development program offers the promise of improving substantially this type of economic undergirding.

The college endowment, hopefully enlarged with gifts and bequests, will continue as a source of basic support. Traditionally contributing a proportionately small percentage of support for the operational budget, this form of income will remain important. Moreover, in a stable physical environment, its value relative to other types of support could well be enhanced.

II. ORGANIZATION AND BASIC ADMINISTRATIVE STRUCTURE

The vision this Select Committee has of the Peabody of the future is not ours alone. It is a vision that has been revealed to us by members of the Board of Trustees, by the President, by our faculty colleagues, by the students, and by College alumni. It is a vision shared by educational practitioners who see in many of the problems of contemporary society the opportunity for Peabody College to reassert its leadership by providing a creative educational response to conditions of adversity.

As the dream of Peabody's greatness is shared, so is the responsibility for making the dream reality. No alchemy can achieve that goal. The way must be cleared for the building that is to be done. All who share in the dream must share in the work, contributing the best that is within them to the attainment of the common goal. Teamwork will be required for it is only in a harmonious division of responsibilities that the common purpose can be realized. Efforts must be coordinated, and the job must be superintended. As all must contribute, so must all be prepared to account for their contributions to the common enterprise. Working together, we will prevail. Our mutual dream for Peabody will become reality.

Lofty purpose must provide Peabody's guide to practice. Trustees, administrative officers, faculty, students, and staff must find ways to give expression to the common concern which does exist. They must organize in such a way as to maximize their contributions to Peabody's future and to the welfare of all members of the College community. We believe this can be achieved through the organization outlined below.

The Board of Trustees

The Select Committee shares the view expressed by the Trustees of the Carnegie Foundation for the Advancement of Teaching when they say:

The board of trustees as it exists in the colleges and universities of the United States has few counterparts elsewhere. But despite its deep historical roots in this country, its role is still not widely understood. A description of this role is complicated by the fact that the functions of the trustees is still evolving.

The role of the Peabody Board of Trustees too is still evolving. Yet there is agreement that, while the relative importance of a given function of the Board may vary from time to time, Board members collectively have the responsibility to:

- Declare the principle purposes and broad general policies of the institution.
- Select the president, to back him when he is doing a good job and remove him when he is not.

- Represent the College to the world.
- Increase, preserve, and invest the assets of the institution.
- Serve as a court of last resort.

In fulfilling these responsibilities, it is understood that no individual member of the Board may speak for the Board, except as he has been delegated that authority.

Individual members of the Board have the responsibility to:

- Acquire and maintain a comprehensive knowledge of the institution--its history, its charter, its purposes, its programs, its facilities, and its financial condition.
- Provide for the entire Board expertise in his own area or areas of concentration--finance, management, education, societal needs, the law, etc.
- Attend Board meeting regularly, and participate in debate and discussion on policies affecting the welfare of the College.
- Interpret and defend the institution, its officers, its faculty, and its students to the general public when they are operating in a manner consistent with Board policies and accepted principles in American colleges and universities.
- Represent the College and exert influence on others on behalf of the College where friends are to be won and support is to be gained.
- Support the College himself, both financially and in other ways, at a level consistent with his ability to provide such support.

The Select Committee commends the Peabody Board of Trustees for involving itself currently in a self-study as required to meet the accreditation standards of the Southern Association for Colleges and Schools. As a part of that self-study,

The Select Committee recommends that:

1. THE BOARD OF TRUSTEES DEVELOP A SYSTEM OF PERIODIC REVIEW OF PERFORMANCE OF ALL MEMBERS OF THE BOARD ACCORDING TO THE FUNCTIONS OUTLINED ABOVE.

Implications: At the time of appointment each member of the Board would be given a statement of the responsibilities of a Board member. Periodically each member of the Board would be given a report of how well his responsibilities to the College had been fulfilled. Provision would be made for members to rotate off the Board if they find that for extended periods of time they are unable to fulfill their commitments.

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Peabody College throughout its history has been served well by a Board of Trustees composed of persons of integrity and commitment. They have truly held this institution as a trust from past to future generations. An examination of the present Peabody Board of Trustees suggests, however, that, like boards of colleges all across the nation, they tend to be a relatively homogeneous group with respect to age, sex, source of income, ethnic origin, and religion. As the College assumes an even larger responsibility nationally and internationally for educational leadership of society,

The Select Committee recommends that:

2. THE BOARD OF TRUSTEES SHOULD BE MADE MORE REPRESENTATIVE OF THE SOCIETY WHICH PEABODY SERVES.

Implications: The national and international nature of the institution would be reflected in the appointments of prominent men and women from all parts of the United States and from other parts of the world. More women and individuals from racial and ethnic minorities would be added when they are qualified on other grounds for Board membership. Diversification in backgrounds of Board members would be achieved by inclusion of leaders in industry, labor, social welfare, education, and political life.

The President

Like the board of trustees, the college president is a distinctively American phenomenon, as are the role expectations which go with the position. In American colleges and universities,

- The president serves a superintendency function. It is to the president that the Board looks for assurance that the institution is operated in a manner consistent with the Board's prescribed policies. The president has the responsibility to superintend the organization. But no college ever became great when the president saw this as his priority task.
- The president serves a ceremonial function. For many the president is the college, and they expect him to appear at ritual occasions of graduation and homecoming, to make speeches and to welcome visiting dignitaries and returning alumni alike. These things he must do on occasion. But the president who allows his days to be consumed with details that could be handled by others will not have the time for the demanding role of educational statesmanship.
- The president serves a development function. Increasingly in recent years, presidents have devoted major portions of their energies to the discovery of new financial resources and the improvement of existing ones. The actual survival of institutions has at times depended on these increased resources. The president cannot turn his back on this responsibility. But he does have some latitude in how, when, and by whom these functions are served. And he can and must establish priorities as to what development activities will receive his personal attention.

- The president serves an educational leadership function. Those presidents who are remembered for their greatness or whose institutions attained greatness under their leadership are those who gave top priority to the educational philosophy, program, and policy of their institution. The president must know where he wants to go and be able to inspire others to want to go with him. In determining where he wants to go he will seek the counsel of others. In a real sense the president becomes the facilitator, freeing himself and those with whom he is associated to achieve what separately they could not achieve, either for themselves or for the institution. It is the president that sets the tone for the entire institution.

As we look at the Peabody of the future, undoubtedly it is in the area of educational statesmanship that the President will make the greatest contribution. If he is to be an educational leader, he must be able to command the respect and support of the Board of Trustees. This does not mean that the Board should automatically concur with all that he proposes. They would be abnegating their responsibility to do so. It does mean that, having established the broad purposes and policies under which the President is to operate, they give him the freedom to determine with all the counsel he may seek the best means of fulfilling those purposes. And it means they will make available to him the resources which are required to fulfill the task they have assigned to him.

If the College is to develop the kind of intellectual leadership within the faculty which the future will require, it must find that same intellectual vigor in the presidency. The President must command the respect of the faculty as the first among equals, even as he gives evidence of his respect for them. He must find ways to assist the faculty in attaining higher levels of achievement for themselves and their students. Even as the President plans for the future, the students must see him as enriching their lives in the present.

The President has a peculiar responsibility to concern himself with the institution as a whole. He must have the courage to make hard decisions in the interest of the institution, even in the face of opposition of those who argue from the point of their more limited knowledge and responsibility. To do this well he must understand this College, the larger issues of American higher education, and the economic, social, and political forces prevailing against both. All of this requires a mature philosophy and a well established theory which will allow him to base his decisions on principle rather than on the pressures of the moment.

The Select Committee recommends, therefore, that:

3. PERIODICALLY AND IN COLLABORATION WITH MEMBERS OF THE BOARD, THE FACULTY, AND STUDENTS THE PRESIDENT ESTABLISH FOR HIMSELF AND FOR THE INSTITUTION PRIORITIES TOWARD WHICH HE WILL DIRECT HIS ENERGIES.

Implications: This suggests that what is most important and most demanding of the President's attention is not always the same. While the decisions are those of the President, the magnitude of the responsibility and the extent to which it impinges on the entire institution is so great that it cannot be left to one person, nor to the ten-year review of accreditation associations.

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The Basic Administrative Structure

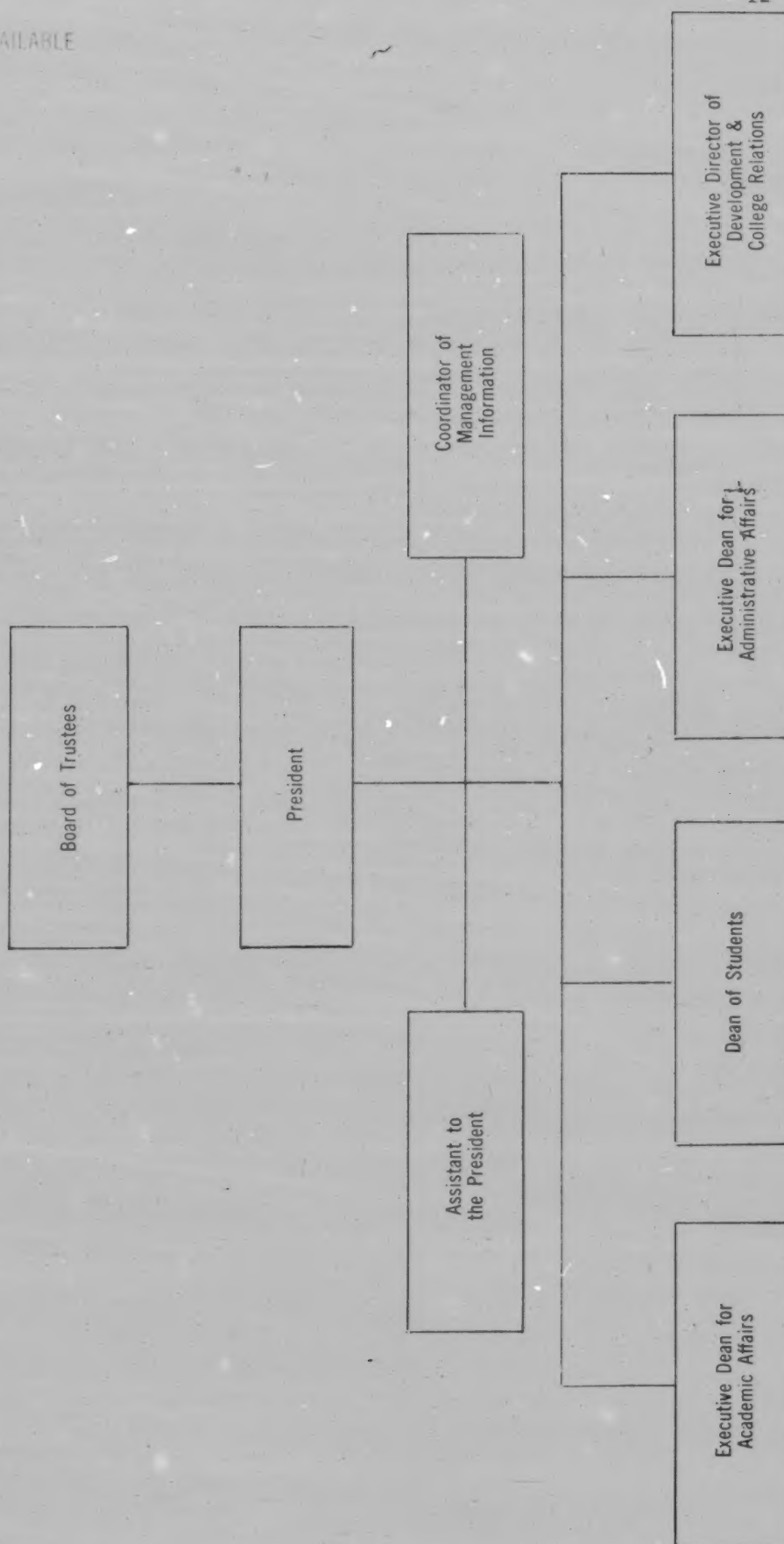
The administrative structure appropriate to Peabody's future will be determined partially by the size and nature of the institution. As a single purpose college of education Peabody does not need and would be ill served by an elaborate bureaucratic structure patterned after those of large multipurpose universities. At the same time, the complexity of Peabody's many programs of instruction, service, and research must be provided for in the shape of its administrative structure. Peabody's total commitment as a private institution to leadership in what is generally viewed as a public function -- the education of the citizenry -- must influence its basic organization. If that aspiration is to be realized, Peabody will require an administrative structure that is economical in the use of the limited fiscal resources of the College and efficient in the use of its professional staff. Peabody's administrative structure must be one which facilitates the work of all who strive to fulfill the College mission and which is responsive to input from both the President and the faculty.

Equally important in determining Peabody's basic administrative structure for the future is a consideration of the kinds of men and women to whom the President and the faculty must look for leadership. Peabody's chief administrative officers must be men and women of vision who are sensitive to society's emerging educational needs and who are excited by the challenge of meeting them. They should be strong individuals who will accept both the responsibility and authority of office, individuals who are ready to be held accountable for the quality of leadership they provide. Peabody College cannot afford in any of its top administrative posts persons who become preoccupied with routines and are content to react rather than to lead. Order and efficiency in the operation of all major offices must be assumed, but order and efficiency are not the purposes for which the offices are created. An administrative structure for the future must be predicated on the assumption that at least a few educators of great stature can be enlisted in the drive to make Peabody in its second century the institution to which the world turns for leadership in professional education.

The Select Committee believes that under these conditions the basic administrative structure of the College should:

- Limit the number of persons reporting directly to the President. At the same time, the President should be provided with channels through which he can exert direct leadership in academic, student, and administrative affairs as well as in fund raising and College relations.
- Minimize the number of "layers" of administration. To do so would provide the desired responsiveness and would focus the responsibility and authority to act in offices directly accountable to both the President and the faculty.
- Provide for articulation of service and research activities with the instructional programs of the College. Such articulation is necessary

Organization and Basic Administrative Structure



if the contribution of each activity to the mission of the College is to be maximized.

- Assure continuity in services to prospective students, students, and alumni in nonacademic student affairs.
- Place under one administrative officer accountable directly to the President responsibility for all administrative and business affairs.
- Provide for coordination of fund raising and College relations programs through one official responsible directly to the President.
- Make available to the President and other administrative officers the management information they require for sound decision making.

To create an administrative structure consistent with these principles,

The Select Committee recommends that:

4. FOUR TOP LEVEL ADMINISTRATIVE OFFICES FOR ACADEMIC AFFAIRS, STUDENT AFFAIRS, ADMINISTRATIVE AFFAIRS, AND DEVELOPMENT AND COLLEGE RELATIONS... BE ESTABLISHED WITH THEIR CHIEF OFFICERS REPORTING DIRECTLY TO THE PRESIDENT.

Implications: The number of administrative officers reporting directly to the President will be reduced from seventeen to four. By eliminating vice presidencies and consolidating functions in other offices, one layer of administration will be removed. Responsibility for the major functions of the College will be assigned to four key individuals who can be held accountable for all operations over which they have authority.

5. AN EXECUTIVE DEAN FOR ACADEMIC AFFAIRS BE ASSIGNED RESPONSIBILITY FOR ALL TRAINING, SERVICE, AND RESEARCH ACTIVITIES OF THE COLLEGE AS WELL AS RELATIONSHIPS WITH ANCILLARY ACADEMIC PROGRAMS.

Implications: The Executive Dean for Academic Affairs and his assistants will consolidate in one office the duties formerly performed by the Vice President for Academic Affairs, the Dean of the Graduate School, and the Dean of the Undergraduate College. The Executive Dean will be responsible also for research and educational service agencies. Directors of educational support centers also will report to this Executive Dean. The Executive Dean for Academic Affairs will be the administrative officer to whom the President will look for leadership in academic affairs, faculty development, and personnel policy, particularly as it relates to faculty personnel.

6. THE DEAN OF STUDENTS BE GIVEN RESPONSIBILITY FOR ALL NONACADEMIC SERVICES FOR PROSPECTIVE STUDENTS AND ENROLLED STUDENTS AS WELL AS MAINTENANCE OF ACADEMIC RECORDS AND PLACEMENT SERVICES FOR ALUMNI.

Implications: The duties of the Dean of Students will be expanded to include recruitment and placement activities and to provide for centralization of authority and support for several aspects of the student life program.

7. A NEW POSITION OF EXECUTIVE DEAN FOR ADMINISTRATIVE AFFAIRS BE ESTABLISHED WITH RESPONSIBILITY FOR ALL ADMINISTRATIVE AND BUSINESS AFFAIRS OF THE COLLEGE.

Implications: The present title of Vice President for Administrative Affairs will be retired. The duties of that office will be assumed by the Executive Dean For Administrative Affairs to whom the President will look for leadership in matters pertaining to auxilliary enterprises, business affairs, physical facilities, and personnel policy, particularly for nonfaculty personnel.

8. AN OFFICE OF DEVELOPMENT AND COLLEGE RELATIONS BE CREATED UNDER AN EXECUTIVE DIRECTOR WHO WOULD BE RESPONSIBLE FOR COLLEGE FUND RAISING ACTIVITIES AS WELL AS COLLEGE RELATIONS, INCLUDING ALUMNI AFFAIRS.

Implications: Coordination of Peabody's communications with its varied constituencies through College publications will be centralized in this new office along with other aspects of the college relations program, including alumni affairs. Fund raising will be the primary responsibility of the Executive Director.

9. AN OFFICE OF MANAGEMENT INFORMATION BE ESTABLISHED UNDER A COORDINATOR WHO WOULD BE RESPONSIBLE FOR ESTABLISHING AND OPERATING A MANAGEMENT INFORMATION SYSTEM COVERING ALL ASPECTS OF THE COLLEGE OPERATIONS.

Implications: A Management Information Coordinator will be employed to establish a management information system and to conduct special institutional research required by administrative officers and councils of the College.

The administrative structure depicted on page 12 makes provision for these offices and relationships. The Select Committee's design for each key administrative officer's area of responsibility and recommendations through which the Peabody of the future can become reality are presented in sections which follow.

III. ACADEMIC AFFAIRS

Academic Affairs envisioned in the Select Committee's design for the future grow out of and give substance to the statement of institutional purpose approved by the Board of Trustees in November, 1973 with which the faculty concurred on April 24, 1974. According to that statement:

The principal purpose of George Peabody College for Teachers is to elevate the quality of life in the nation by the education of better qualified personnel to serve in administration and in teaching at all levels of schools, colleges and universities. Special emphasis shall be devoted to the improvement of teaching and learning and to the inspiration of those who will achieve leadership in the field of education. While holding to high ideals, morally, spiritually, and intellectually, the College will continue to make the best use of its independent spirit as a privately endowed institution; and shall continue to promote research and innovation in fields appropriate to the principal purpose of the College.

The Select Committee sees Peabody College becoming in the future, even more than in its past, an educational institution which focuses all of its efforts on teachers and learners, the teaching and learning processes, and on the creation of educational systems which foster the optimal development of individuals. American society has placed special emphasis on the education of children and youth and has established an enormous public school system through which future citizens are to be educated. Peabody College must recognize that it is in that public school system that society has and will continue to place its trust. If Peabody College is to provide leadership in the field of professional education, it must do so in partnership with the public schools. Much of Peabody's program for the future will concentrate on the public schools for that is where the greatest problems and opportunities for leadership are to be found.

At the same time, the Select Committee recognizes that increasing amounts of formal schooling are taking place outside of public, or even private, schoolrooms. Business, industry, and nearly all social service agencies in our society and around the world are engaged in educational programs for learners from all segments of society and for adults throughout their life span. What institution is better qualified than Peabody to train and provide educational services for the host of professional persons other than teachers whose primary duties are educational in nature? Peabody College must provide leadership in the years ahead in the exploration of alternative approaches to the education of the young and to extending new opportunities for adults, not as a rejection of its historic commitment to the public schools but as a means of exploring alternative directions for both public and private educational agencies of the future.

Nor should Peabody College in the future limit its leadership activities to the training of professional educators. A commitment to advancing the educational enterprise must be based on the realization that we know far

too little about the nature of those we would teach, the process through which they learn, and the most appropriate techniques for promoting the learning deemed desirable. We know too little also about how a society does and should set its educational policies. We have only the most meager knowledge of how educational systems should be established to maximize their effectiveness for the attainment of the goals of the society and of the individual. Neither Peabody College nor any other college of education can assume a position of dominance in teacher education in the years ahead if it fails to set as one of its priority goals the generation of new knowledge relevant to the educational enterprise.

Through a reaffirmation of Peabody's historical commitment to the field of professional education the Select Committee sees an opportunity for the College to regain and surpass its past preeminence in that field. This goal is attainable if George Peabody College for Teachers becomes a professional school whose instructional programs at all levels, whose research, and whose service functions are all directed to its attainment. If institutional priorities are clearly set and all College resources, both human and material, are invested in its principal purpose, Peabody College can become the most influential college of education in this nation and in the world.

Academic Programs

The Select Committee believes that instructional programs at Peabody College should reflect the fact that Peabody is:

- A professional school of education, not a university or a college of liberal arts.
- An institution whose reputation and outlook are national and international as well as local.
- A member of a University Center whose resources are available to Peabody students.
- A college situated in a major metropolitan area and in a communications center which provides access to a wide variety of types of schools and other education agencies.
- An educational institution committed to the training of educational leadership personnel rather than to meeting the numerical demands of the public school systems.
- A private institution which must support itself by attracting either substantial numbers of students or outside support for its innovative programs.

In light of these considerations,

The Select Committee recommends that:

10. ALL ACADEMIC PROGRAMS OF THE COLLEGE HAVE A PROFESSIONAL EDUCATION ORIENTATION.

Implications: All students will be required to demonstrate some degree of proficiency in education-related competencies, even though they may not be seeking certification for public school work. Only professional degrees (Bachelor of Science, Bachelor of Music Education, Specialist in Education, and Doctor of Education) will be awarded, except that the Doctor of Philosophy degree will be granted to those scholars preparing for careers involving research in areas relevant to professional education.

Bachelor of Arts and Bachelor of Music degrees will be dropped. The approximately one-fourth of Peabody's undergraduate students currently in Bachelor of Arts programs in language, linguistics, literature, psychology, the social sciences, the arts, or music; or in Bachelor of Music; or in non-teaching Bachelor of Science programs will have to add a professional education component to their programs of study if they are to earn Peabody degrees. It is expected that at least a half of that one-fourth will choose to do so and will accept the change in degree title since many of them expect to engage in teaching in one form or another in the future.

Master of Arts and Doctor of Musical Arts degrees also will be eliminated. The graduate degrees now offered, at least nominally, as arts degrees in academic fields will be converted in name, and to some extent in training also, to professional degrees. The Master of Arts or Doctor of Philosophy programs in English and mathematics, for example, will be redesigned in collaboration with the professional education faculty to become Master of Science and Doctor of Education or Doctor of Philosophy degrees in English Education or Mathematics Education. Since Peabody's most populous graduate programs are already clearly perceived to be education-related, little immediate loss in enrollment is expected as a result of this change in program orientation. Peabody's ability to mount high quality programs incorporating the strengths of the faculties in education, psychology, and the academic disciplines may be expected to enhance the attractiveness of programs in these areas, resulting in more and better students in the future.

11. THE PROFESSIONAL COMPONENT OF ALL ACADEMIC PROGRAMS BE COMPETENCY-BASED.

Implications: The objectives of courses and other instructional activities will be specified in such a way that their contribution to the professional preparation of the Peabody student will be apparent. By permitting students to demonstrate attainment of the competencies at any point, students will find constant challenge and will be able to progress at their own rates. Students whose ability and diligence enable them to do so may shorten their total period of professional preparation, or they may attain higher levels of competencies than other students in the same period of time. Peabody graduates will be readily certifiable in those states which are moving to competency-based certification standards.

12. THE PROFESSIONAL COMPONENTS OF ALL PROGRAMS BE FIELD-BASED AND PROBLEM-CENTERED IN ORIENTATION.

Implications: Both students and faculty members will be in constant touch with and working to solve real educational problems of real teachers and real pupils. Schedules of on-campus courses and other activities will be modified to permit faculty members and students to function in the field for extended blocks of time. Close collaboration with the public schools and other education agencies will be required. Coordination of efforts, transportation, and numerous other arrangements will be made. The direct relevance of the experiences gained, the constant upgrading of faculty qualifications, the reduction in demand for on-campus space and facilities, and the establishment of a College-community partnership will produce advantages which more than offset the difficulties to be overcome.

13. PEABODY'S BASIC PROGRAMS OF PRESERVICE EDUCATION BE STRUCTURED SO AS TO DEVELOP A LEVEL OF COMPETENCE FOR WHICH THE AWARDING OF A MASTER'S DEGREE WOULD BE APPROPRIATE. STUDENTS WHOSE LEVEL OF PREPARATION IS LESS COMPLETE SHOULD BE AWARDED THE BACHELOR'S DEGREE OF CERTIFICATES OF ATTAINMENT APPROPRIATE TO THEIR LEVELS OF PROFESSIONAL DEVELOPMENT.

Implications: The typical student who enters as a freshman and proceeds directly through the full preservice program may take five academic years to do so. By emphasizing competencies rather than courses, however, students may be enrolled at any point prior to the completion of a master's degree. They may terminate their program at any stage also and be given an appropriate degree and/or a certificate of attainment for those competencies they have demonstrated. The increased flexibility will enable mature students to draw on previous experience or education through which they have already developed competencies covered in Peabody courses.

14. BASIC PROGRAMS BE DEVELOPED OR CONTINUED ONLY IN THOSE FIELDS CENTRAL TO THE SCHOOL CURRICULA OR IN OTHER FIELDS IN WHICH PEABODY COLLEGE CAN PROVIDE LEADERSHIP PROGRAMS WITHIN A FRAMEWORK OF ECONOMIC FEASIBILITY.

Implications: Basic programs in language arts, mathematics, science, and social studies will be given top priority under this principle. Music, art, and physical education will be considered priority areas to the extent that Peabody can develop outstanding programs at reasonable cost. Academic fields less central to public school curricula will be continued also if they provide real opportunities for professional leadership and/or can attract support in the form of either substantial numbers of students or subsidies from sources outside the College.

The Select Committee believes that Basic programs through the master's degree should be continued in the language arts, mathematics, science, social studies, physical education, art, and music. For reasons elaborated in Appendix A of this report, the Committee does not see the opportunity for leadership within an economic framework for Basic programs in business education, home economics, or modern languages. Therefore,

The Select Committee recommends that:

- 14a. PROGRAMS OF INSTRUCTION IN BUSINESS EDUCATION, HOME ECONOMICS, AND MODERN LANGUAGES BE DISCONTINUED AT PEABODY.

Implications: The implications of this recommendation for students and faculty members are elaborated in Appendix A.

15. BASIC PROGRAMS FOR SPECIALIZED EDUCATIONAL SUPPORT PERSONNEL BE EMPHASIZED.

Implications: Guidance workers, psychometricians, reading specialists, librarian-media specialists, educational research technologists, music and art supervisors, special education resource room teachers, and a host of other educational support personnel are now full members of the instructional teams of nearly all school systems. Peabody will play a major leadership role by training such support personnel and exploring means through which the knowledge of still other fields can be brought to bear on educational problems.

16. ADVANCED PROGRAMS LEADING TO SPECIALIST IN EDUCATION AND DOCTORAL DEGREES BE RESTRICTED TO AREAS CONSISTENT WITH PEABODY'S STATUS AS A PROFESSIONAL SCHOOL OF EDUCATION.

Implications: Advanced programs will be continued in education, special education, physical education, social studies education, and those aspects of psychology related to education. Ed.S. and/or doctoral programs will not be continued in the academic disciplines of music, English, mathematics, and science. Immediate attention will be given, however, to the possibility of developing new education-oriented advanced programs in these areas in collaboration with psychologists, educators, and special educators.

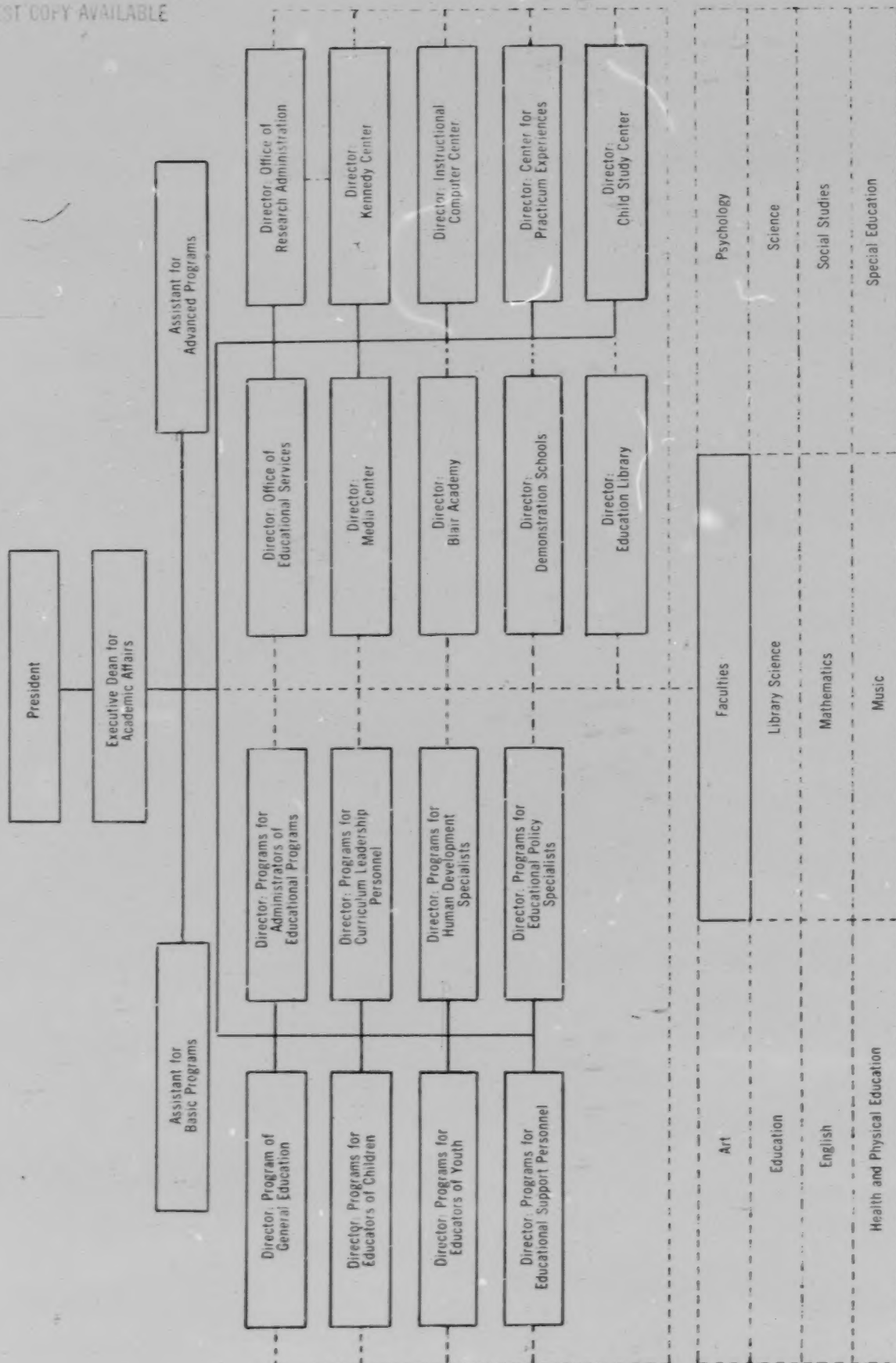
17. PROGRAM AREAS RATHER THAN ACADEMIC DEPARTMENTS OR DIVISIONS BE MADE THE BASIC EDUCATIONAL UNITS OF THE COLLEGE.

Implications: Program development and administration will be accomplished through the program areas. The program directors will function primarily as the academic leaders for their program areas, with an effort being made to minimize their involvement in administrative routines. Departments and divisions, as such, will be eliminated. Faculty members will be assigned to one or more program areas to which they will contribute regularly and to which they will be responsible. Common interest groups representing faculty members' areas of academic specialization will be formed as "faculties" to provide for inter-program communication and continuing identification with parent disciplines. Such faculties will have no administrative responsibilities.

18. PROGRAM POLICY COMMITTEES WHICH INCLUDE PRACTITIONERS AND LAY REPRESENTATIVES AS WELL AS FACULTY MEMBERS FROM THE SEVERAL ACADEMIC DISCIPLINES INVOLVED IN THE PROGRAM BE ESTABLISHED, PROVIDED WITH ACCESS TO CONSULTANTS OF NATIONAL STATURE, AND AUTHORIZED TO SET PROGRAM POLICY.

Implications: Most program policies which affect only students or faculty members within the program areas will be made by the Program Policy Committees. Practitioners and lay representatives will be regular members

Administrative Structure for Academic Affairs



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of those committees. Peabody program planners will benefit from the counsel of authorities whose involvement will also increase the national visibility of the College programs.

19. A CONCERTED EFFORT BE MADE TO REBUILD THE SUMMER PROGRAM.

Implications: The Executive Dean, one of his assistants, or some other specially designated person will assume responsibility for planning a comprehensive summer program attractive to both regular academic year students and professional educators already in service. Such planning will necessarily include those activities for which the Dean of Students is responsible as well as academic programs. The new summer program will be budgeted separately from the academic year program.

The administrative structure presented on page 20 accomodates this move to a programmatic rather than an academic discipline orientation. Specific recommendations concerning the nature of the Basic and Advanced program areas are set forth in the following sections.

Basic Programs

The Basic programs within the academic structure constitute the thrust of the College in the area of preservice education for prospective teachers and other instructional and service personnel. Four program areas are currently projected. One is a relatively discrete entity directed toward the goals of social competence and individual fulfillment. It is less related to professional competence than the other program areas. The remaining three program areas have professional goals that, in general terms, can be viewed collectively. All identify with cognitive goals directed toward:

- cultural orientations provided through experiences in general education,
- understandings and competencies that relate to the nature of the learner and the learning process, and
- knowledge and skills derived from contact with selected areas of academic specialization.

All likewise identify in the affective realm with the fundamental goal of developing an appreciation for, and commitment to, careers associated with the educational process.

A general purpose of many Basic programs will be to provide students with experiences that will lead to teacher certification. Within each program area, nevertheless, a conscious effort will be made to develop programs for educators other than those in need of certification, even individual programs for students with unique needs. Students may enter Basic programs at a number of points, depending on the nature and special purposes of a program or sub-program. The typical entry points are as college freshmen, undergraduate transfers into degree programs, or baccalaureate graduates. For such students the usual termination points will be either the B.S. or master's degree. It is anticipated, nevertheless, that numbers of

students will find an opportunity to use resources in certain Basic programs in a more limited manner for the purpose of developing special professional competencies. To provide for such individual needs, program faculties will be encouraged to conceptualize innovative training activities, specialized workshops, and the like. Upon the successful conclusion of such experiences students may be granted appropriate certificates of attainment that may or may not be related to degree requirements.

Variance will also be anticipated in degree oriented programs. In a number of program specialties students may opt either for a four-year program, terminating with the Bachelor's degree or a five-year program with the master's degree as the terminal point. Again, some components, library science specialists or baccalaureate liberal arts graduates seeking teacher certification, as examples, may be confined to the master's level.

Regardless of their conceptualization, those Basic programs which terminate with the master's degree should properly be conceived as the culmination of a preservice professional preparation, rather than as an initial year of advanced graduate study. They need not, as a consequence, be encumbered with such traditional graduate school requirements as scores on the Graduate Record Examination, comprehensive masters examinations, and percentage requirements of advanced level courses in programs of study.

In both bachelor's and master's degree programs provision should be made for a nuclear major designed with courses available at Peabody. For enrichment and further specialization reliance should be placed on curricular offerings in other institutions within the Nashville University Center. The conceptualization of academic majors in Basic programs should take account of both minimum and maximum semester hour requirements.

To provide for the preservice preparation of professional educators at Peabody,

The Select Committee recommends that:

20. FOUR BASIC PROGRAM AREAS BE IDENTIFIED AT THIS TIME -- ONE TO PROVIDE FOR THE GENERAL EDUCATION OF PEABODY UNDERGRADUATE STUDENTS AND THREE TO PROVIDE FOR THE PROFESSIONAL PREPARATION OF EDUCATORS OF CHILDREN AND YOUTH AND OF EDUCATION SUPPORT PERSONNEL.

Implications: Peabody's preservice program areas will be: Program in General Education, Programs for Educators of Children, Programs for Educators of Youth, and Programs for Educational Support Personnel. All current instructional activities at the undergraduate and masters levels will be assigned to one of these program areas.

21. COURSE OFFERINGS AT PEABODY IN ACADEMIC MAJOR FIELDS BE RESTRICTED TO INSURE THAT STUDENT WILL AVAIL THEMSELVES OF SPECIALIZED OFFERINGS IN OTHER UNIVERSITY CENTER INSTITUTIONS AS THEY BUILD THEIR MAJOR CONCENTRATIONS.

Implications: While Peabody College will provide enough courses for a nuclear major in selected academic subjects, nearly all basic program students with academic field majors will take some of their specialized work in another University Center institution, reducing the number of small classes at Peabody and the demands for additional faculty members to teach them.

22. THE SIZE OF THE REQUIRED MAJOR IN ACADEMIC FIELDS BE LIMITED TO NOT MORE THAN 150 PER CENT OF THE MINIMUM SPECIFIED BY THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS.

Implications: Majors in single subject areas will be 24 to 36 semester hours on baccalaureate and 15 to 22 semester hours on master's programs or totals of 39 to 58 semester hours on basic five-year programs. For area majors which encompass a major and minor in related fields, the required majors will be between 42 and 60 hours at the baccalaureate level, 15 and 22 hours at the master's level and a total of 57 to 82 semester hours on the combined five-year program.

The Program in General Education will provide the well conceived curriculum in general education which is an integral component of any good preservice program in teacher education. Providing students with rich insights into the physical world and the human condition, this general education program can also furnish exemplars of excellent teaching and effective classroom management.

Peabody's undergraduate college has functioned with a designed program of general education for some two decades. During this period there have been program evaluations, but all have been less than comprehensive. When there have been curricular modifications, they have usually been in the direction of greater flexibility in requirements. Instructional assignments have wavered between laudable efforts with the use of highly competent senior faculty and desultory endeavors with inexperienced student assistants. While taking due notice of those high quality elements in the program, both in terms of teaching personnel and course conceptualization, the significant alterations projected in the College's academic structure suggest the need for fresh appraisal. What is called for is an evaluation of the entire general education program. The consequence of such study should be a program harmonious with Peabody's professional future. To develop an academically sound and professionally appropriate program of general education,

The Select Committee recommends that:

23. A COMMITTEE BE ESTABLISHED UNDER THE LEADERSHIP OF THE DIRECTOR OF THE PROGRAM IN GENERAL EDUCATION WITH A MANDATE TO DESIGN, DURING THE ACADEMIC YEAR 1974-75, A GENERAL EDUCATION CURRICULUM COMMENSURATE WITH COLLEGE GOALS.

Implications: The new curriculum design will, upon approval by the Council on Academic Policies, replace the existing general education program.

24. PROVISION BE MADE IN ANY NEW GENERAL EDUCATION DESIGN FOR THE INCLUSION OF EXPERIENCES THAT RELATE TO SCHOOLS AND LEARNING.

Implications: Because they are enrollees in a professional school, all undergraduate students will acquire some understanding of schools as social agencies and a "hands on" capability in dealing with learners and the learning process. This applies whether or not a student's goal is teacher certification.

Programs for Educators of Children currently are emphasized at Peabody in both its research and training efforts. Instructional programs for teachers at the preschool and elementary school levels as well as those for educators of exceptional children are widely recognized. Much of the research conducted in the Kennedy Center also focuses on new strategies for effective instruction of exceptional children. Academic departments too are involved in the training programs, but their role is less central. In the Peabody of the future a strong emphasis will continue to be placed on preparing educators of children, but there will be more involvement by research scholars and academic field specialists and greater coordination among the various training programs.

Peabody's extensive experience and rich resources in childhood education provide an excellent foundation upon which to construct new programs to serve future educational needs. The programs will doubtless assume different forms to match various and changing circumstances. Some will be degree oriented with terminal points at the B.S. and master's level; others will be non-degree in character, aimed toward the development of special competencies. All, in their conception and functioning, will endeavor, however, to assume distinctive qualities which will provide leadership for the profession as well as excellent employment prospects for the students enrolled in them.

To continue and elevate Peabody's traditional leadership in childhood education,

The Select Committee recommends that:

25. A PROGRAM COMMITTEE CONCEPTUALIZE EXEMPLARY CERTIFICATION PROGRAMS THAT RESOLVE DIFFERENCES WITHIN THE PROFESSION ON THE TRAINING OF SPECIALISTS IN EARLY CHILDHOOD EDUCATION VERSUS THE BROADER TRAINING OF TEACHERS FOR THE ELEMENTARY SCHOOL.

Implications: The two programs which exist at present may be continued in some modified form or may be consolidated into a single new program, depending

on an appraisal of certification requirements, an accurate assessment of discernible trends, and identification of leadership opportunities. A distinctive Peabody approach to this problem and greater coordination of efforts will result in either event.

26. CONSIDERATION BE GIVEN TO MIDDLE SCHOOL EDUCATION AS A CONCERN OF PROGRAMS FOR EDUCATORS OF CHILDREN.

Implications: Peabody will attempt to resolve the problem of what unique educational problems exist for learners in those ages between childhood and young adulthood. Training programs will be developed, if needed, for middle school teachers who must meet their special needs.

27. PEABODY FACULTY MEMBERS IN SPECIAL EDUCATION BE SELECTED TO BECOME A PART OF THE REGULAR FACULTY OF THE PROGRAM FOR EDUCATORS OF CHILDREN.

Implications: Peabody's outstanding faculty in special education will contribute to all programs for educators of children expert knowledge of the characteristics of exceptional children and techniques for teaching them. Since exceptional children are now being mainstreamed into the regular classrooms of the nation, Peabody will be able to provide leadership in both preservice and in-service education for educators of all children.

28. THE RESEARCH AND TRAINING EXPERTISE OF FACULTY MEMBERS ASSOCIATED WITH THE KENNEDY CENTER BE BROUGHT TO BEAR ON PROGRAM DEVELOPMENT.

Implications: The training programs for educators of children will benefit from the continuous input of research scholars pioneering in program development. At the same time, the Kennedy Center research programs will benefit from the researchers being kept abreast of current educational practices and problems and having an opportunity to disseminate their findings. An orchestration of the total resources of the College will result in more effective programs in both training and research.

29. ATTENTION BE GIVEN CONTINUOUSLY TO THE DEVELOPMENT OF SPECIALIZED DEGREE AND NON-DEGREE PROGRAMS DESIGNED FOR EDUCATORS OF CHILDREN OTHER THAN CLASSROOM TEACHERS.

Implications: Many kinds of personnel will be required in the future for work with children. Involved will be such personnel types as para-professionals in elementary school, church school or day-care center directors, parent training specialists, and the like, all of whom will require some degree of professional preparation. It is expected that such programs may be limited in scope, focusing their attention on institutes and workshops of short duration, and leading to certificates of attainment rather than degrees.

30. FACULTY IN THE PROGRAM FOR EDUCATORS OF CHILDREN GIVE SPECIAL ATTENTION TO THE DEVELOPMENT AND USE OF THE PEABODY COLLECTION OF BOOKS ON CHILDREN.

Implications: The Peabody Collection of Books on Children will continue to develop as an internationally prominent collection which will undergird training programs of distinction and attract scholars to the Peabody campus.

Programs for Educators of Youth must reflect the changing educational needs of American adolescent society which provides a major challenge to any professional institution seriously concerned about the future of schooling in the nation. For Peabody, the challenge relates to those programs that will prepare instructional personnel for tasks appropriate to these developing needs. Such programs at Peabody will opt for quality and innovation, leaving quantity production to those institutions that can more appropriately educate large numbers of personnel.

A significant group of programs will focus on the education of certified teachers for academic instruction in middle and high schools. Students in these programs may enter at different points with termination at either the B.S. or master's degree. All will be involved in professionally oriented courses of study that provide a major in the area of academic specialization.

Non-certification groups offer other realizable opportunities to develop programs for youth. Precisely how much development will occur and what forms it takes will test the ingenuity and creativity of the program faculty. Some programs may be degree oriented but outside the usual certification route; others will doubtless be of shorter range and more particularized in focus. In every instance, the parameters will be defined as the professional limits of the program that is conceptualized.

To fashion creative programs for educators of youth,

The Select Committee recommends that:

31. CURRENT PEABODY PROGRAMS FOR SECONDARY SCHOOL TEACHERS BE EXAMINED BY A PROGRAM COMMITTEE WITH A VIEW TOWARD DEVELOPING NEW CONCEPTUAL MODELS AND NEW CURRICULA FOR SECONDARY SCHOOL TEACHERS.

Implications: A program revision will reflect current and anticipated developments in middle and high schools, the growth of competency-based certification requirements, the guidelines of professional societies, and the changing roles of youth in society.

32. PEABODY FACULTY MEMBERS IN SPECIAL EDUCATION BE SELECTED TO BECOME A PART OF THE REGULAR FACULTY OF THE PROGRAM FOR EDUCATORS OF YOUTH.

Implications: Peabody's outstanding faculty in special education will contribute to all programs for educators of youth expert knowledge of the characteristics of exceptional youth and techniques for teaching them. Since exceptional youth are now being mainstreamed into the regular classrooms of the nation, Peabody will be able to provide leadership in both preservice and in-service education for educators of all youth.

33. THE RESEARCH AND TRAINING EXPERTISE OF FACULTY MEMBERS ASSOCIATED WITH THE KENNEDY CENTER BE REFLECTED IN THE DEVELOPMENT OF PROGRAMS FOR EDUCATORS OF YOUTH.

Implications: While scientists in the Kennedy Center have been most concerned with problems related to children, many of their investigations

and training procedures have applications to adolescent behavior and development. Through involvement of Kennedy Center personnel with faculty members preparing educators of youth, the Kennedy Center may find increasing opportunities to investigate significant problems that relate to the adolescent.

34. A VARIETY OF NON-CERTIFICATION ROUTES FOR EDUCATORS OF YOUTH BE DEVELOPED.

Implications: Many academic components of the College will be encouraged to use their resources in the development of non-certification and/or non-degree oriented programs compatible with the professional goals of the College.

Programs for Educational Support Personnel will reflect the complexity of modern educational systems which require the contributions of a large team of highly trained, interacting specialists. Among important types of support personnel needed are librarians, media specialists, reading consultants, counselors, special educators, psychometricians, child development specialists, and specialists in such fields as art, music, and physical education who are prepared to function at all levels from kindergarten through grade 12.

The Peabody experience in the education of certain types of support personnel has been exemplary. It is evident that leadership in these areas should continue. It is equally clear that leadership in other areas should emerge. And, because of changing educational circumstances, all programs will need to be subjected to continuous evaluation.

The character and requirements of individual programs will dictate entry and exit points. Some, K-12 academic specialists, for instance, may enroll as either freshmen or transfer students and terminate at either the B.S. or master's level. Others, such as library specialists or counseling personnel, may be in programs exclusively at the master's level. It is anticipated also that some program types will be non-degree in character and structured to develop special competencies.

To support and enlarge Peabody's role in the education of support personnel for schools and other learning environments,

The Select Committee recommends that:

35. ALL CURRENT PROGRAMS FOR SUPPORT PERSONNEL BE EVALUATED IN TERMS OF THEIR STRUCTURE AND EDUCATIONAL RELEVANCE.

Implications: Programs in some academic fields such as art and music that do not now contain a professional education component will be revised to include one or will be terminated. Other programs already professionally oriented will be modified to make them competency-based and field-centered if they are not now.

36. NEW PROGRAMS FOR EDUCATIONAL SUPPORT PERSONNEL FOR THE SCHOOLS BE DEVELOPED AND EXISTING PROGRAMS EXPANDED, WHERE APPROPRIATE.

Implications: Current demands for media and reading specialists will be met by new programs at Peabody. Increased support will be given to existing programs which warrant expansion. Emerging needs for support personnel will be studied and imaginative programs developed to better serve the schools and provide leadership for the profession.

37. NEW PROGRAMS FOR EDUCATIONAL SUPPORT PERSONNEL WHO WORK OUTSIDE THE CONTEXT OF THE SCHOOLS BE DEVELOPED AND EXISTING PROGRAMS EXPANDED, WHERE APPROPRIATE.

Implications: Peabody will assume leadership in the preparation of a wide variety of educational specialists who work outside the schools. Obvious examples might include public librarians, specialists in instructional television and radio, or educational journalists. Only the imagination of the program faculty and the ability to attract students and financial support need limit the variety of such programs developed.

38. IN FASHIONING PROGRAMS FOR EDUCATIONAL SUPPORT PERSONNEL, FULL USE BE MADE OF AVAILABLE RESOURCES IN THE COMMUNITY AS WELL AS ON CAMPUS.

Implications: The use of specialized personnel and facilities off campus will, in many programs for educational support personnel, provide richer learning experiences at lower cost than if the programs were operated on campus exclusively. The principle of keeping programs field-based and problem-centered will be adhered to where possible.

Advanced Programs

Peabody's new academic structure will include also a number of Advanced program areas through which the college will accomplish its highest levels of leadership development. Four program areas are currently projected. Within each the goal is to provide the kinds of learning experiences that will enhance the professional development of individuals who are preparing to assume significant educational roles across the nation and around the globe.

Doctoral programs will necessarily have varying longitudinal dimensions and take different forms. Some may require entry at the post baccalaureate level as a function of their design. Most programs, however, while accepting students at the post baccalaureate level, will establish required entry points at the post master's level or beyond. The nature and purpose of a particular program will determine whether the doctoral studies will terminate with the Doctor of Education (Ed.D.) or Doctor of Philosophy (Ph.D.) degree. Care will be taken to draw clear distinctions between the two degrees in program development.

Programs that terminate with the Specialist in Education (Ed.S.) degrees are, and will continue to be, in-service in purpose. Conceived as a sixth year of collegiate education, entry to such programs will commonly be at the post master's level. However, there may be developed some two-year Ed.S. programs with entry at the post baccalaureate level.

In addition to clearly defined degree tracks, it is anticipated that there will be many programmatic opportunities that may or may not apply toward degree requirements. Mini-courses, institutes, workshops, and independent field studies are merely suggestive of the options which may be used. While many of these experiences can be provided best with campus resources, other may be most successful off campus. Indeed, work in select-ed school systems or in overseas centers may require taking the campus to the students rather than bringing the students to the campus.

Certain features and requirements will surface in the conceptualizing of both degree and non-degree programs. As professional programs, all will be competency-based. Most will also have field-based components. Ph.D. degree programs will have a substantial research orientation; Ed.D. degree program will emphasize preparation for advanced levels of professional practice. Requirements with respect to professional experience, research tools, and the like will be the province of particular programs, subject to approval by the Council on Academic Policy. No program, however, may set arbitrary requirements with respect to the age, sex, race, or nationality of students or degree candidates.

As in Basic programs, it is anticipated that all Advanced program areas will make creative use of curricular offerings in other institutions within the Nashville University Center. In special recognition of the academic provincialism inherent in doctoral programs, developers will be encouraged to take full advantage of the resources of Vanderbilt University when fashioning programs for the Ph.D. and Ed.D. degrees.

To accomplish Peabody's purposes of preparing leadership personnel for the field of education,

The Select Committee recommends that:

39. FOUR ADVANCED PROGRAM AREAS BE ESTABLISHED TO PREPARE ADMINISTRATORS OF EDUCATIONAL PROGRAMS, CURRICULUM LEADERSHIP PERSONNEL, HUMAN DEVELOPMENT SPECIALISTS, AND EDUCATIONAL POLICY SPECIALISTS.

Implications: The programs for Administrators of Educational Programs will bring together the public school and higher education facets of the College's offerings in the area of administration. By identifying administration as an Advanced program area, Peabody will assign priority to the development of this specialty in the future. Special emphasis will be placed on curricular concerns also through the establishment of Programs for Curriculum Leadership Personnel in which faculty members from the academic disciplines, psychology, and education will be able to work together toward common institutional goals. The importance of the field of special education and those aspects of the field of psychology that relate to education, will be emphasized in the Programs for Human Development Specialists. And an emerging new interdisciplinary area of specialization will be explored and given substance through Programs for Educational Policy Specialists.

Specific recommendations for these Advanced program areas are in the sections which follow.

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Programs for Administrators of Educational Programs will be needed in the years ahead to provide leadership personnel for the planning, management, and evaluation of systems for the delivery of educational services. A vital program in educational administration which encompasses these functions is essential to the Peabody of the future. Such a program should prepare administrative personnel for schools and universities and for other agencies whose functions are educational in nature, such as state departments of education, libraries, educational research centers, and industrial training programs. This program area also should prepare theoreticians who can advance the knowledge of the field of educational administration and prepare professors of administration for colleges of education in the United States and abroad.

Programs in this area may include some which incorporate master's level study and others that begin above the master's level and culminate in Ed.S. or doctoral degrees. Extensive specialized training in administrative skills and theory may be offered outside the degree framework.

In order that Peabody College may in the future prepare top quality administrators of educational programs,

The Select Committee recommends that:

40. ALL CURRENT PROGRAMS IN EDUCATIONAL ADMINISTRATION BE RE-EXAMINED IN LIGHT OF SOCIETY'S ANTICIPATED KNOWLEDGE AND MANPOWER NEEDS AS WELL AS THE MOST MODERN ADMINISTRATIVE PRACTICES.

Implications: A program committee will analyze present offerings in public school and college administration in light of the new types of administrative structures and managerial roles. Anticipated employment opportunities for graduates and needs for research and service will be considered. A foundation will be laid upon which new programs for administrators of educational programs can be built.

41. THE DEVELOPMENT OF NEW PROGRAMS TAKE DUE ACCOUNT OF THE TOTAL RESOURCES OF PEABODY COLLEGE, THE UNIVERSITY CENTER, THE NASHVILLE COMMUNITY, AND CENTERS OF OPPORTUNITY OUTSIDE OF NASHVILLE.

Implications: Peabody strengths in the behavioral and social sciences; Vanderbilt's programs in the law and management; Nashville's extensive school system and numerous institutions of higher education; and excellent working relationships with federal, state, and local agencies will provide a rich reservoir of faculty talent and opportunities for field experiences. Peabody alumni in educational leadership roles represent another great asset which will contribute to new programs.

42. PROGRAMS FOR ADMINISTRATORS OF PROGRAMS FOR EDUCATIONAL SUPPORT PERSONNEL BE CONSIDERED.

Implications: Since Peabody will be training substantial numbers of educational support personnel who will assume specialized administrative positions, the College may consider also advanced training for them in the area of administration. Library directors, special education program directors,

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heads of pupil personnel services programs, and the like may be among the specialists for whom advanced training may be provided.

43. PROGRAMS TO PREPARE ADMINISTRATORS OF THE EDUCATIONAL ACTIVITIES OF BUSINESS, INDUSTRY, AND SOCIAL SERVICE AGENCIES BE CONSIDERED.

Implications: Peabody College will seek opportunities to prepare executives in a wide variety of nonschool agencies for positions involving the administration of educational programs. Such programs may lead, in many instances, to certificates of attainment rather than degrees and be conducted in partnership with the agencies served.

44. EDUCATIONAL ACTIVITIES OF SHORT DURATION DESIGNED TO FOSTER SPECIFIC ADMINISTRATIVE COMPETENCIES BE DEVELOPED.

Implications: Peabody College can figure prominently in the preservice or in-service education of administrative personnel through the offering of short term, specialized institutes or workshops on campus, in school systems, at professional meetings, or in any other location where prospective students who cannot divorce themselves from administrative duties for more than brief periods may be located. Such educational activities will be sharply defined and carefully delimited; they may or may not figure in degree programs.

Programs for Curriculum Leadership Personnel will provide another major vehicle through which the Peabody of the future can exert leadership in the field of professional education. It is a function that, in certain particulars, Peabody has long performed. And, because of the College's unique structure and staffing, it is one that offers appealing possibilities for the future.

Unlike university schools of education, the Peabody faculty is composed of academic personnel in the arts and sciences as well as education. This enables the College to avoid the dichotomy between the academic and professional that typically exists in the university. In looking to the future, it is clear that a melding of the academic and professional can create unique opportunities at Peabody for the training of curriculum leadership personnel.

Advanced curriculum leadership programs will take general forms, e.g. elementary school curriculum and supervision, and specialized subject matter forms, e.g. social studies education. For Peabody purposes, the number and types of programs will be conditioned by at least two factors, the curricular and supervisory requirements of educational systems and the availability of faculty personnel in particular academic areas.

It is anticipated that most programs will provide terminal points at both the Ed.S. and doctoral levels. It is further expected that provisions will be made for varieties of non-degree experiences in most, if not all, programs.

To provide broadly educated curricular leadership personnel for schools and colleges,

The Select Committee recommends that:

45. THE NEED FOR ADVANCED PROGRAMS IN CURRICULUM AND SUPERVISION AT THE ELEMENTARY AND SECONDARY LEVELS BE STUDIED.

Implications: Before expanding current Peabody programs in this area or initiating new ones, the potential for institutional leadership will be assessed. The implications of recent changes in the organization of curricula within school systems, the relative contributions and employability of specialized or generalist curriculum specialists, and the prospects for Peabody to assume leadership through preparing curriculum leadership personnel for top level positions in the administrative hierarchy of schools and as university professors will be examined before major new program commitments are made.

46. AN EVALUATION BE MADE OF PEABODY RESOURCES IN TERMS OF THOSE ACADEMIC AREAS THAT ARE, OR SHOULD BE, IN A POSITION TO OFFER ADVANCED PROGRAMS FOR CURRICULUM LEADERSHIP PERSONNEL.

Implications: Peabody's ability to mount exemplary programs for specialized curriculum personnel in specific academic areas will be a function of current or projected strength in those areas as well as national need in the schools and in colleges and universities. Because of Peabody's traditional commitment to academic excellence and the uniqueness of the College's structure and staffing, it is expected that there will be impressive opportunities for leadership in this facet of education.

47. THE EDUCATION OF SPECIALIZED CURRICULUM PERSONNEL IN SUBJECT MATTER AREAS INCLUDE FULL USE OF THE ACADEMIC RESOURCES OF THE NASHVILLE UNIVERSITY CENTER.

Implications: The total resources of the University Center will be considered when determining Peabody's ability to offer the strong academic base in subject matter fields required by specialist curriculum leadership personnel. The quality of advanced programs in some specialty areas can be enhanced and Peabody costs can be reduced through the appropriate use of personnel and offerings in other University Center institutions.

48. A CLOSE WORKING RELATIONSHIP BE ESTABLISHED BETWEEN THE TRAINERS OF CURRICULUM LEADERSHIP PERSONNEL AND FACULTY MEMBERS ASSOCIATED WITH THE KENNEDY CENTER WHO ARE ENGAGED IN RELEVANT RESEARCH.

Implications: Both the nature of the training and the nature of the research conducted at Peabody will be influenced by closer collaboration than has been obtained in the past. College programs will be more innovative as they incorporate the results of original investigations by drawing on the researchers as collaborators in curriculum design.

49. OPPORTUNITIES FOR SHORT-TERM AND/OR NON-CREDIT EDUCATIONAL ACTIVITIES FOR TEACHERS AND CURRICULUM LEADERSHIP PERSONNEL BE EXPLORED.

Implications: Peabody faculty members may be able to assume the much needed leadership role in curriculum development through a variety of relatively brief, highly specialized conferences, workshops, or courses for groups of teachers and curriculum supervisors. Such activities could be arranged

either on campus or in any other center where enough educators could congregate. Competencies gained may or may not contribute to degree programs.

Programs for Human Development Specialists will assume a place of prominence in the Peabody of the future as they have in the past. The area of human development provides both the objective toward which America's education enterprise is directed and the science which undergirds educational programs directed toward its attainment. In a very real sense, the purpose of schooling is the optimal development of the members of a society -- intellectually, emotionally, socially, and physically. At the same time, educational procedures that are employed depend on a knowledge of processes through which those patterns can be modified. Just as the human development sciences are central to all educational endeavors, so Peabody's programs in human development will be central to its academic programs of the future.

Psychologists and special educators have a special contribution to make to all College program areas, both Basic and Advanced. It is expected that they will contribute to the training of educators of children and youth and will be prominent among the educational support personnel educated at Peabody. They will contribute also to Advanced programs for administrators, curriculum leaders, and educational policy specialists. It is because they serve the educational enterprise in so many ways that the preparation of human development specialists for the schools, for colleges and universities, and for other educational agencies should continue to be a top priority for the Peabody of the future.

Both psychology and special education are fields within which there are many areas of specialization and between which there is a substantial area of overlapping concern. The emphasis on application of a knowledge of human development to educational problems provided by the field of special education can aid in the delimitation of psychological specialty areas to be undertaken at Peabody. And the research orientation and the emphasis on normal and optimal development provided by psychology can bring balance to the programs in special education. The two specialty areas have in the past and could in the future function well together in a single program area for human development specialists. For this reason,

The Select Committee recommends that:

50. THE DOCTORAL AND SPECIALIST LEVEL PROGRAMS IN PSYCHOLOGY AND SPECIAL EDUCATION BE BROUGHT TOGETHER INTO ONE ADVANCED PROGRAM AREA FOR HUMAN DEVELOPMENT SPECIALISTS.

Implications: While the immediate effect of this recommendation will be to bring complementary programs together into a single administrative unit, the pooling of interests and competencies will increase the likelihood of program innovation in the future.

51. EMPHASIS BE PLACED WITHIN THE FIELD OF PSYCHOLOGY ON THOSE SPECIALTY AREAS HAVING THE GREATEST RELEVANCE TO THE FIELD OF EDUCATION.

Implications: Educational, developmental, and school psychology will be emphasized. Education oriented programs in other specialty areas also

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will be continued. Traditional programs in general experimental and clinical psychology will be modified to increase their relevance to the institutional purpose or they will be discontinued.

52. OFFERINGS IN DEVELOPMENTAL PSYCHOLOGY BE EXTENDED THROUGH ADOLESCENCE AND ADULTHOOD.

Implications: Concern for adolescents and mature adults whose numbers will be increasing sharply will provide balance for the present exclusive concern with young children.

53. THE EDUCATION OF GIFTED CHILDREN BE ADDED AS A SPECIALTY AREA WITHIN SPECIAL EDUCATION.

Implications: Emphasis will be placed on optimal development and on the the full range of exceptionality as well as on handicapping conditions.

Programs for Educational Policy Specialists

Programs for educational policy specialists will address themselves to the profound and accelerating social and technological changes which characterize modern society and the relationship of such changes to problems of schools and schooling. Only to the degree that policies are evolved that enable the nation's educational institutions to deal effectively with issues that relate to the processes of teaching and learning can they remain viable social agents.

While much educational policy formation has traditionally been a function of professional organizations and governmental agencies, there is, at present, a considerable body of opinion which supports the belief that the policy role is one better suited to the nation's schools of education. In the attempt to assume a policy role, most schools of education, namely those that are publicly supported, operate under two disadvantages. They are deeply involved in the immediate task of providing the bulk of the nation's teaching personnel. And, they must necessarily direct most of their energies in policy formation to problems and issues of their respective commonwealths.

Peabody, by contrast, is a highly appropriate institution to undertake major policy responsibilities. Privately supported and possessing a national and international reputation, it is an institution that stands in an especially favorable position to undertake such a leadership endeavor.

Effective realization of a role in policy development will require an inventive marshaling of Peabody resources, including involvement of the most creative minds among the faculty in the study of policy issues and in the preparation of educational policy specialists. Integral, also, to program operation will be the preparation and dissemination of policy statements by faculty members and advanced students.

To move effectively into the policy formation area,

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The Select Committee recommends that:

54. FACULTY MEMBERS IDENTIFIED WITH THE HISTORICAL, PSYCHOLOGICAL, SOCIAL AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION AS WELL AS OTHERS ENGAGED IN EDUCATIONAL POLICY ACTIVITIES BE DRAWN TOGETHER TO FORM A FACULTY FOR PROGRAMS FOR EDUCATIONAL POLICY SPECIALISTS.

Implications: There are now on the Peabody campus several individuals and groups dealing with issues related to educational policy. They are scattered, however, through several different academic departments, components of the Kennedy Center, and the Division of Surveys and Field Services. A means will be found through which these efforts can be coordinated into a programmatic thrust for the total institution.

55. THE PROGRAM DIRECTOR EXPLORE, WITH A PROGRAM COMMITTEE, BOTH CURRENT AND LONG-RANGE POTENTIALITIES FOR LEADERSHIP IN EDUCATIONAL POLICY.

Implications: While Peabody has been influential in the development of educational policy, the College has not exploited the policy role in any systematic fashion. Nor has Peabody provided specific preparation for scholars who would serve a policy function in society. Accordingly, careful and systematic planning will be required if there is to be substantial movement into this area. To engage in planning activity, the program director will need the best thinking and most creative ideas that a program committee can muster.

56. AVENUES FOR THE INVOLVEMENT OF INDIVIDUAL FACULTY MEMBERS AND ADVANCED STUDENTS WITH PRIMARY COMMITMENTS TO OTHER PROGRAM AREAS BE ESTABLISHED.

Implications: Individual faculty members and advanced students in all Advanced program areas deal regularly with educational policy issues as a part of their research and professional leadership activity. A vehicle will be established through which they may contribute to Peabody's educational policy role and through which the program area can influence other Peabody activities.

57. AREAS OF POSSIBLE COOPERATION WITH APPROPRIATE POLICY AGENCIES IN THE NASHVILLE UNIVERSITY CENTER BE EXPLORED.

Implications: The scope of educational policy is so extensive that other policy agencies in the Nashville University Center, active in such areas as law, religion, medicine, and psychology, may be involved in activities that impinge on the educative process. Avenues of cooperation which enhance both research or training activities will be sought.

Programs and Faculties

The instructional and research staff members of colleges and universities are typically organized into departments, each an academic community of interest that draws sustenance from a disciplinary source. A professional home for faculty members, the department has traditionally provided the coin

of the realm in the form of subject matter identifications, research boundaries, and student programs of study.

Whatever the merits of these traditional functions, the use of academic departments as basic organizational units in a modern professional school is open to question. To be effective, the professional school should be organized functionally to deal with its clientele in the real world of daily affairs. Thus the college of education should be equipped to respond to needs generated by requirements of the teaching-learning process. It should be organized programmatically in such a manner that problems of schooling and questions of educational policy can be dealt with expeditiously and naturally.

Departmental organization tends to impede the progress of professional response. A programmatic structure, by contrast, has the potentiality to function unhampered by departmental constrictions. Given the capacity to draw upon a pool of academic talent and unfettered by disciplinary self-interests, a program can plan creatively to realize identified professional goals. It can alter directions at will in reaction to changing circumstances. And, if the change is sufficient, a program can be phased out completely without doing irreparable harm to its constituent faculty. Finally, program areas have the ability to conceptualize totally new programs when attractive educational opportunities arise.

It cannot be emphasized too strongly that the shift from a departmental to a programmatic organization is, in no way, intended to undermine Peabody's central commitment to the maintenance of a strong academic faculty. Indeed, nothing is better understood by the Select Committee than the fact that a fundamental element in Peabody's uniqueness has always been the presence within the faculty of distinguished academic leaders who have exerted significant influence in the education profession.

Despite the advantages of a programmatic rather than a departmental approach to accomplishment of the College's instructional goals, the Select Committee sees some merit in maintaining faculty identification with academic disciplines. In a real sense, such an identification provides the faculty member with an academic home and with a title that is clearly understood by his colleagues in more traditional institutions. It is through channels of communication which correspond to the academic disciplines that much of his research will be published. The traditional academic discipline identification provides a pool of colleagues also, fellow professionals who may be engaged in many different programs but who have a common heritage and a common approach to the problems with which they may be dealing at any one time.

To maintain these advantages in an institution that is programmatically organized,

The Select Committee recommends that:

58. PEABODY FACULTY MEMBERS BE ORGANIZED INTO ELEVEN (11) GROUPS, EACH OF WHICH WILL SERVE AS A DISCIPLINARY HOME--ART, EDUCATION, ENGLISH, HEALTH AND PHYSICAL EDUCATION, LIBRARY SCIENCE, MATHEMATICS, MUSIC, PSYCHOLOGY, SCIENCE, SOCIAL STUDIES, SPECIAL EDUCATION.

Implications: This reduces, from seventeen (17) to eleven (11), the number of disciplinary groupings within the faculty. Faculty members will continue to have titles which identify them with their academic disciplines and with a group of colleagues with similar backgrounds.

59. GROUPINGS BE DESIGNATED AS "FACULTIES" RATHER THAN "DEPARTMENTS."

Implications: The faculties will not ordinarily have administrative and curriculum development responsibilities typically associated with departments; these will be handled through program areas.

60. THE ELEVEN FACULTIES BE REGARDED AS RESOURCE POOLS FOR PEABODY'S TRAINING, SERVICE, AND RESEARCH COMPONENTS.

Implications: The academic structure will be based on the eight program areas and on the related research and service areas. All faculty personnel will establish functional relationships with particular areas in ways that are appropriate to individual interests and expertise and in relation to area needs.

61. EACH OF THE ELEVEN FACULTIES ELECT A CHAIRPERSON TO SERVE FOR A TERM OF THREE YEARS.

Implications: The elected chairperson of each of these faculties will represent his academic colleagues in matters having to do with their specialty area and will serve as a broker for faculty personnel in the allocation of faculty responsibilities to Basic and Advanced programs and/or to research and service activities. Faculty chairpersons will have no budgetary responsibilities, and their chair duties will require no released time from teaching or research.

Research, Educational Services, and Related Academic Programs

Research and direct service to the profession have loomed large in Peabody's long tradition of leadership in professional education. Both are expected to be even more significant in the years ahead. The advancement of knowledge concerning learners and the learning process, educators and the educational process, and all matters concerned with the delivery of educational service is an area in which Peabody College has an opportunity for leadership unrivaled by state supported institutions. In bringing the most advanced knowledge and the greatest technical competence to bear on educational problems that know no state or regional boundaries, Peabody College also enjoys advantage over state supported institutions. Research and service activities of Peabody College should be elevated in the future to parity with its educational programs, with both functions permeating and undergirding the training of professional educators.

Research

Organized and independently funded research is now a major aspect of Peabody College, contributing even more to its national and international prestige than the annual budget of \$3,000,000 or the 24 faculty members engaged in it might suggest. A research program of this magnitude requires expert administration. The stimulation and operation of still more extensive programs of research, development, and dissemination activities in the future supported by foundations and governmental agencies on all levels will require strong and effective leadership. Through appropriate offices Peabody College must provide for:

- A monitoring of programs of foundations and federal and state agencies to identify opportunities for support for research and training programs appropriate to Peabody's purposes and the stimulation of faculty interest in organized research activities.
- Expert consultation and assistance in the preparation of research proposals and the negotiation of grants and contracts for research purposes.
- Coordination of the systems through which proposals for research are reviewed for fiscal and training implications for the College and cleared for compliance with civil rights and standards of ethical conduct with respect to rights of human subjects.
- Development of a management information and progress control system to aid investigators in the administration of their research programs.
- Allocation of available research facilities and materials to the several research programs as needed.

To accomplish the objective of expanding and efficiently administering organized programs of research,

The Select Committee recommends that:

62. AN OFFICE OF RESEARCH ADMINISTRATION BE ESTABLISHED TO SERVE THE FACULTY IN THE DEVELOPMENT AND EXECUTION OF ORGANIZED PROGRAMS OF RESEARCH SPONSORED BY AGENCIES OUTSIDE OF THE COLLEGE.

Implications: This recommendation will establish an Office of Research Administration whose Director and staff will fulfill the stated purposes. Under present arrangements the Director of the Kennedy Center could serve this expanded role with the aid of one additional staff member.

In making this recommendation the Committee states explicitly that the proposed Office of Research Administration should not in any way inhibit the academic freedom of faculty members or students to pursue truth in whatever areas and in whatever means seem appropriate to them. There is no intention that the Office of Research Administration should control the instructional

programs either through control of funded training programs or through supervision of individual research and training activities over which academic program directors would normally preside.

Educational Service

Peabody's commitment to direct service to the schools and the education profession also is longstanding, having been made explicit in the College's statement of purpose in 1914 and in all subsequent statements. It has been acknowledged in practice also through numerous major programs such as its pioneer efforts at providing school buildings for Indian and Negro children, through the good offices of the Julius Rosenwald fund, or the more recent efforts to rebuild the educational programs of a war-ravaged Korea under AID sponsorship. Current activities such as the Division of Surveys and Field Services' regular publication for teachers of A Guide to Free and Inexpensive Learning Materials, its computerized scheduling service, and its regular series of surveys of state and local educational systems are in this same tradition. Numerous individual faculty members and several other components of the College also are actively engaged in direct service to the schools.

Although George Peabody College for Teachers has a distinguished record in the provision of direct service to schools and other educational agencies, there is an opportunity and a need for a very substantial expansion in this aspect of Peabody's program. One of the major sources for support of Peabody College in the future will come through contracts for the delivery of such professional services. School systems, local governments, state governments, federal agencies, foreign governments, and private businesses already recognize many educational problems with which Peabody faculty members and students should be qualified to deal. The development of new educational systems, the planning of special programs, program evaluation, the application of advanced technology to educational problems, and the continuing education of professional personnel are among the areas in which Peabody should have expertise of value to others. So too is the preparation of instructional materials and packaged educational programs for business and industry as well as the schools and other social service delivery systems. An imaginative and aggressive response to society's needs for an institution with which to contract for the delivery of such services could do much to assure the success of Peabody's programs for the future. A harnessing of faculty and student brainpower and capabilities in fulfilling such contracts could provide much of the intellectual vitality of the campus as well as an economic base for College operations.

If Peabody College is to assume greater national and international prominence as a partner in programs of direct educational service, it must:

- Establish and maintain close working relationships with federal, state, and local educational agencies as well as other potential contractors.

- Identify among Peabody faculty and alumni areas of expertise relevant to current or anticipated educational problems.
- Identify and encourage the further development of the service delivery capabilities of existing components of the College.
- Establish guidelines for the selection of appropriate projects and the involvement of faculty members and students in them.
- Increase its capability for establishing contractual arrangements and monitoring ongoing projects.

To accomplish these objectives,

The Select Committee recommends that:

63. AN OFFICE OF EDUCATIONAL SERVICES BE ESTABLISHED TO PROVIDE LEADERSHIP IN COLLEGE EFFORTS TO EXPAND ITS CONTRACTUAL PROGRAMS OF DIRECT EDUCATIONAL SERVICES TO BUSINESS AND INDUSTRY AS WELL AS TO FEDERAL, STATE, AND LOCAL EDUCATIONAL AGENCIES.

Implications: The role of the present Division of Surveys and Field Services will be expanded, its staff will be increased slightly, and its name will be changed to the Office of Educational Services. Current efforts of individual faculty members and College components will be drawn together, coordinated, and extended. Closer working relationships with the schools for both training and service activities are expected to result from these efforts.

The intent of this recommendation is to stimulate greater involvement of faculty members and advanced students in the delivery of educational services; and to do so on an institutional basis. It is not the intent of the Committee to diminish the opportunities for professors to consult with or otherwise serve educational agencies when such services do not interfere with the performance of their duties as faculty members.

Educational Support Centers

Academic programs of the future will rely even more heavily than they now do on a number of educational support centers. Where these centers serve only one program area, the program director can appropriately oversee the operation of the center. Where the center contributes in significant ways to more than one academic program area, however, more central coordination will be required. The Child Study Center which provides practicum facilities for educators of children, educators of youth, educational support personnel, and human development specialists is one existing facility in this category. The Research and Instructional Computer Center is another facility which serves students and faculty members in nearly all program areas. The present Student Teaching Center whose role should be broadened so that it might become a Center for Practicum Experiences also serves more than one program area.

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New centers will emerge in the future to undergird and contribute significantly to more than one major program area. A modern Educational Media Center, to cite one example, is needed to provide instruction and support for prospective educators on all levels and in all areas as well as to provide a focal facility for the training of media specialists.

To provide for the necessary coordination of educational support centers,

The Select Committee recommends that:

64. ALL EDUCATIONAL SUPPORT CENTERS WHICH CONTRIBUTE TO MORE THAN ONE ACADEMIC PROGRAM AREA BE MADE ADMINISTRATIVELY RESPONSIBLE IN ACADEMIC MATTERS TO THE EXECUTIVE DEAN FOR ACADEMIC AFFAIRS.

Implications: Directors of centers such as the Child Study Center, the Research and Instructional Computer Center, the Center for Practicum Experiences, and comparable centers yet to be developed will report to the chief academic affairs officer rather than to department chairmen or program directors.

65. THE ROLE OF THE STUDENT TEACHING CENTER BE BROADENED TO MAKE IT A COORDINATING AGENCY FOR ALL JOINT PEABODY-SCHOOL PRACTICUM EXPERIENCES.

Implications: The new Center for Practicum Experiences would not control joint activities other than student teaching, but it would maintain records on all ongoing cooperative programs and would facilitate the development of new College-school relationships.

The Select Committee further recommends that:

66. THE PRESENT PEABODY LIBRARY SHOULD BE RESTRUCTURED TO BECOME THE EDUCATION LIBRARY OF THE JOINT UNIVERSITY LIBRARIES SYSTEM, WITH THE EXECUTIVE DEAN FOR ACADEMIC AFFAIRS ESTABLISHING A PATTERN OF CLOSE COMMUNICATION WITH THE LIBRARIAN OF THE EDUCATION LIBRARY.

Implications: This recommendation is consistent with that of the Director of the Joint University Libraries System, the Director of the Peabody Library, and the Library Committee of Peabody's Southern Association Self Study. Related recommendations relayed to the Select Committee by the Director of the Peabody Library contained in Appendix B also are endorsed by the Select Committee.

The special communications link between the Executive Dean and the Education Librarian should not detract from the established lines of administrative authority but should provide a channel through which the contribution of this special library to Peabody's programs might be maximized.

Ancillary Educational Programs

In the Peabody of the future as in the past there likely will be ancillary educational programs that associate themselves with the College for one reason or another but do not contribute in a significant way to the

instructional, research, or service programs of the College. Such ancillary activities may initially be integral parts of College programs and drift in other directions as their own needs change or as campus conditions change. As long as there is direct and significant involvement in the academic programs of the College, such ancillary programs should be able to compete for College support on the same basis as other academic components, on the basis of their contribution to the total program. When their direct contributions are minimal and their activities, valuable as they may be in their own right, are peripheral to the programs of the College, such ancillary programs should not be permitted to draw support from the College or encumber College resources which can be applied to programs of higher institutional priority.

An examination of the present status of the Blair Academy of Music and the Peabody Demonstration School convinces the Select Committee that both of these programs have become peripheral to the academic programs of the College. Because Blair Academy desires autonomy from the School of Music and has an independent source of support,

The Select Committee recommends that:

67. NEGOTIATIONS CONTINUE TOWARD THE ESTABLISHMENT OF A NEW RELATIONSHIP BETWEEN THE COLLEGE AND BLAIR ACADEMY OF MUSIC WHICH OBLIGATES THE COLLEGE TO SUPPORT OR TO OTHERWISE BE ENCUMBERED BY BLAIR ACADEMY ONLY TO THE LEVEL OF DIRECT SERVICE RECEIVED.

Implications: A new relationship, the exact nature being still uncertain, will be developed through which the Blair Academy program is economically and programmatically independent of the College, although not divorced from it. A communications link with the Executive Dean for Academic Affairs will be established, although the Director of Blair Academy will report officially to the Executive Dean for Administrative Affairs.

For reasons which are set forth in detail in Appendix C of this report, the Select Committee finds that the Demonstration School is no longer a significant component of the College. Nor does the Committee see any prospects for its becoming either a true laboratory school or a financially independent private school. For this reason,

The Select Committee recommends that:

68. INASMUCH AS THE PEABODY DEMONSTRATION SCHOOL CANNOT ASSUME A MAJOR LABORATORY SCHOOL ROLE FOR THE COLLEGE AND CANNOT BECOME A FISCALLY INDEPENDENT, HIGH QUALITY PRIVATE SCHOOL UNDER A COMPREHENSIVE PROGRAM OF COST ACCOUNTING, THE PEABODY DEMONSTRATION SCHOOL SHOULD BE CLOSED.

Implications: The implications of this recommendation are set forth in detail in Appendix C.

IV. STUDENT AFFAIRS

The hallmark of a Peabody graduate should be his dedication to learners as much as to learning, his focus on education as much as on schooling. Not all prospective students are capable of becoming such educators, even though they may be able to pass the required courses and become technically proficient in their academic specialties. Even those who have the potential for acquiring such an orientation are not likely to do so, however, unless they experience in their own lives the total development they would cultivate in others. The student affairs program shares with the academic programs of the College the responsibility for helping each Peabody student achieve his full potential as a person, as a scholar, and as a professional educator.

The student affairs programs of Peabody College should be characterized by concern, continuity, comprehensiveness, and coordination. From his initial contact with the College as a prospective student, through his period of enrollment as a student, and throughout his professional career a Peabody alumnus should feel that there is an institutional concern for his welfare. Prospective students of all ages and all circumstances whose career goals are consistent with Peabody's mission should be given every encouragement to apply for admission. Coordination of recruitment, admissions, and financial aid programs should enable the qualified applicant to enroll with the assurance that College officials wish to facilitate his becoming a student. The housing program should help the student to find an attractive home on campus or in other settings more appropriate to his needs. An active student life program should aid the student in the building of a social, cultural, and moral life that will enrich him personally and prepare him for the profession he seeks to join. The student's physical health and recreational needs should be provided for, as should his psychological welfare. Opportunities for appropriate employment upon graduation should be maximized, with the graduate's professional advancement being a major College concern. Responsibility for all these nonacademic concerns should rest with the Dean of Students. In accordance with these principles and to achieve these objectives,

The Select Committee recommends that:

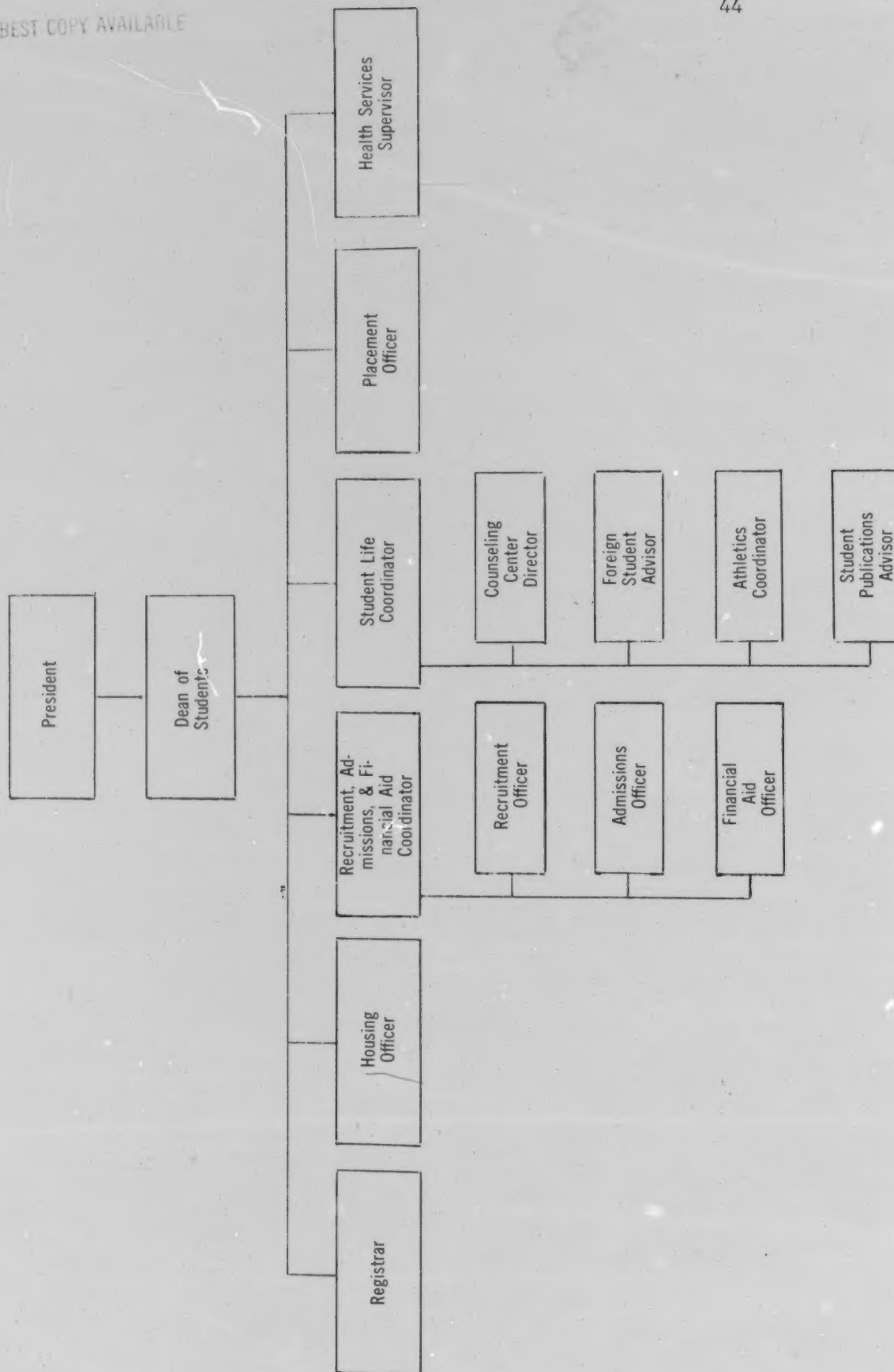
69. THE DEAN OF STUDENTS' AREA OF RESPONSIBILITY BE BROADENED TO INCLUDE RECRUITMENT, PLACEMENT, COUNSELING, FOREIGN STUDENT ADVISEMENT, ATHLETICS, STUDENT PUBLICATIONS, AND OTHER STUDENT LIFE ACTIVITIES AS WELL AS ADMISSIONS, FINANCIAL AID, HOUSING, RECORDS, AND HEALTH SERVICES.

Implications: The Dean of Students will be able to plan and implement a comprehensive student affairs program since the officers presiding over all components will be accountable to the Dean instead of to the President or to chairmen of academic departments.

70. THE BUDGET FOR STUDENT LIFE PROGRAMS BE INCREASED SUBSTANTIALLY AND THAT FUNDS FOR STUDENT LIFE ACTIVITIES (ATHLETICS, COUNSELING, ART EXHIBITS, CONCERT SERIES, STUDENT PUBLICATIONS, FOREIGN STUDENT ADVISEMENT, STUDENT GOVERNMENT, ETC.) BE ALLOCATED THROUGH THE OFFICE OF THE DEAN OF STUDENTS.

Implications: The total amount of money for student life activities in the past has been inadequate, and its control has been fragmented. A more

Administrative Structure for Student Affairs



balanced, coordinated program will result from centralization of funding authority at the same time that budgets are increased.

71. RECRUITMENT, ADMISSIONS, AND FINANCIAL AID BE COORDINATED THROUGH A SINGLE OFFICE.

Implications: The procedure for recruiting, admitting, and enrolling students will be simplified from the point of view of applicants and made more efficient from a college point of view. Recruitment programs should become more effective.

72. THE RECRUITMENT PROGRAM BE EXPANDED IN ACCORDANCE WITH A MASTER PLAN TO SERVE THE NEEDS OF THE ENTIRE COLLEGE.

Implications: A larger staff and a larger budget will be required to reach more prospective freshmen, transfer students, junior college graduates, and graduate students once a master plan is developed.

73. A FULLTIME FINANCIAL AID OFFICER BE APPOINTED WHOSE DUTIES WOULD INCLUDE PREPARATION OF PROPOSALS AS WELL AS DISBURSEMENT OF FUNDS AND EVALUATION OF FINANCIAL AID PROGRAMS.

Implications: This additional staff member is needed to sustain Peabody's excellent record in securing and utilizing federal funds as well as in making the best possible use of Peabody's own resources for student financial aid. New sources of support also could be developed.

74. THE BUDGET FOR THE PLACEMENT OFFICE BE INCREASED TO PERMIT SOME EXPANSION IN STAFF AND A MAJOR EXPANSION IN SERVICES TO STUDENTS AND ALUMNI.

Implications: Success in placing Peabody graduates and in advancing them in the education profession provides the best possible reason for new students to come to the College and for alumni to continue their support for the institution.

75. THE DEAN OF STUDENTS AND DIRECTORS OF ALL TRAINING PROGRAMS COLLABORATE CLOSELY WITH A VIEW TO INVOLVING FACULTY IN STUDENT AFFAIRS.

Implications: Faculty and student contact out of class will provide the faculty with additional opportunities to humanize the instructional programs.

An administrative structure such as that diagrammed on page 44 of this report would provide for efficient administration of all aspects of the student affairs program.

V. ADMINISTRATIVE AFFAIRS

The Select Committee lacked both the time and expert knowledge required to make an in-depth analysis of Peabody's auxiliary enterprises, business affairs, and physical facilities. For that reason, the Committee makes no detailed recommendations in this area. The administrative structure outlined on page 48 represents the pattern of relationships which is presumed to exist under the present model.

While refraining from making detailed recommendations concerning administrative affairs, the Committee does take the opportunity to set forth some guidelines for new patterns which may emerge in the future. The handling of administrative affairs in the Peabody of the future should be characterized by:

- A service orientation on the part of those in authority so that student welfare and academic affairs are seen as the justification for the existence of all other operations.
- Clear delineation of authority among administrative personnel with accountability following lines of authority.
- Economy and efficiency in the handling of all college business affairs.
- Management of all Peabody resources to maximize their contribution to the academic and student affairs programs.
- Personnel policies which meet all tests for equity and reflect an institutional commitment to the welfare of all college employees.

To move Peabody College toward a condition in which these characteristics prevail, the Select Committee reaffirms the recommendation made elsewhere in this report that:

76. THE EXECUTIVE DEAN FOR ADMINISTRATIVE AFFAIRS BE GIVEN RESPONSIBILITY FOR ALL ADMINISTRATIVE AND BUSINESS AFFAIRS OF THE COLLEGE.

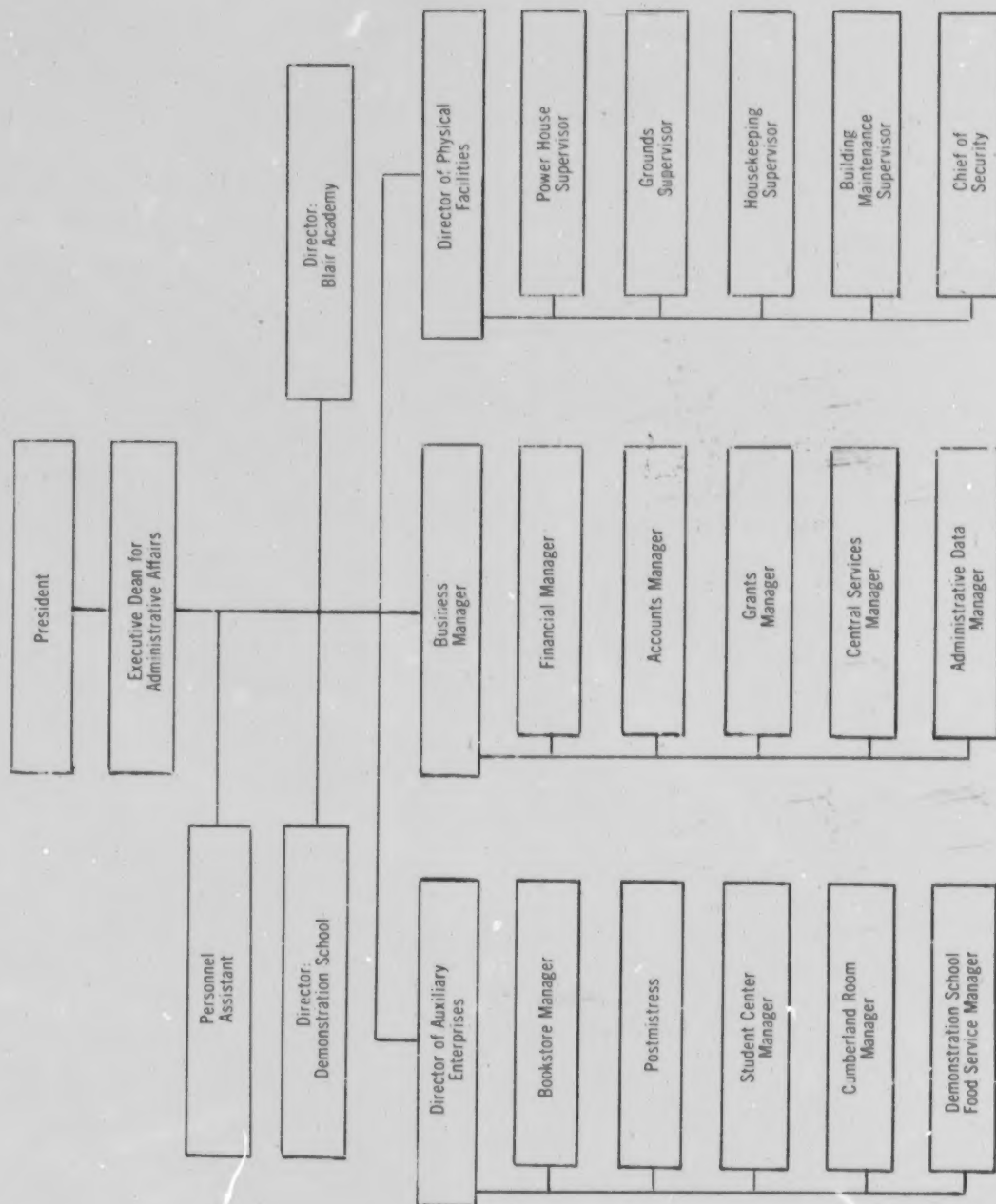
If this Executive Dean is to function effectively, the President must first provide him with the authority to act, and the resources with which to accomplish his goals; the President can then reasonably hold him accountable for the conduct of college administrative affairs.

The Select Committee further recommends that:

77. A PERSONNEL OFFICE BE ESTABLISHED UNDER AN ASSISTANT TO THE EXECUTIVE DEAN FOR ADMINISTRATIVE AFFAIRS.

Implications: This office will provide an orderly process for the employment and implementation of personnel policies for non-academic personnel

Administrative Structure for Administrative Affairs



and will maintain, for business purposes, personnel files for all college employees. It will be through this office that employment and other practices are monitored to assure that there is no discrimination in Peabody personnel policies. This office will assume a major clerical function also in the systematic compilation of performance evaluations on all College personnel.

78. AN IN-DEPTH EVALUATION BE MADE OF THE BUSINESS AFFAIRS OF THE COLLEGE, WITH INDEPENDENT CONSULTANTS CONTRIBUTING TO THAT EVALUATION.

Implications: An independent evaluation of the manner in which Peabody conducts its business affairs may assure economy in operation as well as the best possible services to the faculty and to students. The periodic examination of this aspect of the college by independent experts will serve to maintain its credibility with all members of the college community.

VI. DEVELOPMENT AND COLLEGE RELATIONS

No private college or university of any stature in the United States can claim to be self sufficient. Nor does the Select Committee foresee a time when Peabody College or any other institution of higher education can expect to do so. Imaginative new academic programs may be conceived, definitive research on educational problems can be planned, and the capacity for serving society's educational needs can be created. But without an excellent program of external communications Peabody's potential would be unrealized. New generations of educational leaders will not invest their lives and their career potential in programs about which they have not been informed. School systems and other educational agencies will not turn to Peabody for the solutions to their problems if neither they nor their constituencies are convinced that by doing so they are establishing the best possible partnership. Alumni will not support Peabody College unless they are convinced that it is a quality institution with a brilliant future as well as a glorious past. Nor can philanthropic individuals or foundations be expected to contribute substantially to the College if they are not reminded regularly of the wisdom of such an investment. George Peabody College for Teachers will require support from all these sources in the future to an even greater extent than in the past.

Peabody College has now only the modest beginnings of a program of college relations and fund raising, beginnings that have been overtaxed and that have known only limited success. Peabody must move immediately to develop a program that will assure:

- Regular, effective interpretation of College programs and needs to foundations and other potential benefactors.
- Dramatic improvement in the content and appearance of College publications.
- Utilization of both mass media and specialized channels of communication for keeping Peabody's constituencies informed.
- Creation of an alumni program that serves the needs of the alumni and through which the alumni can better serve the College.
- Investment of the Nashville community in the welfare of the College.

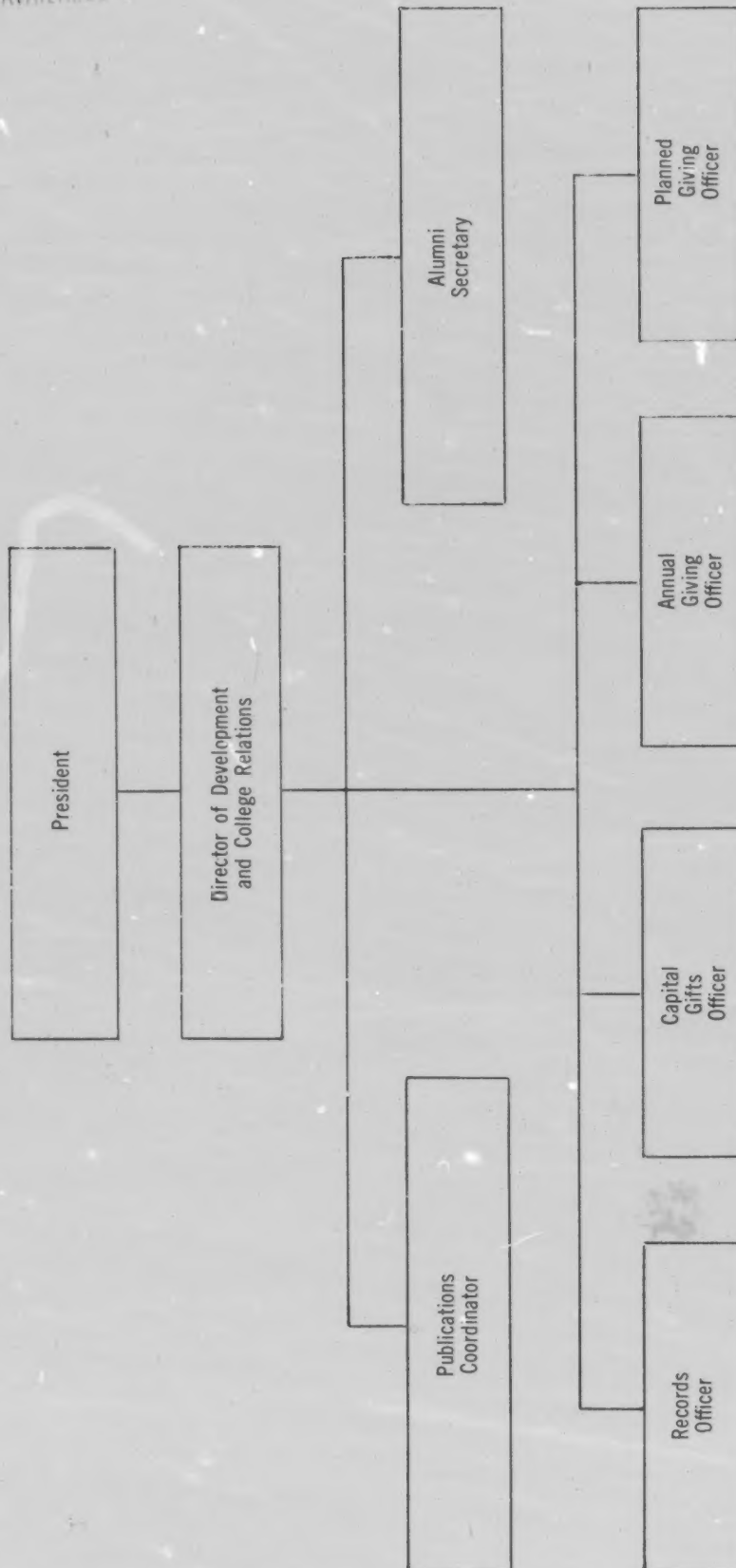
To permit the development of such a program,

The Select Committee recommends that:

79. AN EXPERIENCED, SUCCESSFUL DIRECTOR OF DEVELOPMENT AND COLLEGE RELATIONS BE EMPLOYED, GIVEN AUTHORITY TO DEVELOP A PROGRAM, AND SUPPORTED DURING THE TIME NEEDED TO GET PEABODY'S PROGRAM UNDERWAY.

Implications: Peabody must be prepared to pay for the services of a successful development officer. Full authority to build a successful program and full cooperation by the President and the Board of Trustees will be guaranteed. A substantial budgetary commitment will be needed for at least two years to give a Director of Development and College Relations an opportunity for success.

Administrative Structure for Development and College Relations



80. AN ALUMNI SECRETARY BE EMPLOYED BY THE COLLEGE, IN CONSULTATION WITH OFFICERS OF THE ALUMNI ASSOCIATION, AND CHARGED WITH THE RESPONSIBILITY FOR LEADING IN THE DEVELOPMENT OF AN ACTIVE PROGRAM OF ALUMNI AFFAIRS.

Implications: The concept of an alumni affairs program for Peabody graduates will be expanded greatly with alumni participating in the planning and support for new services. New avenues through which alumni can serve the College will enrich all academic programs and help assure continuing success in the placement of graduates as well as in the recruitment of new students.

81. A COLLEGE PUBLICATIONS OFFICE BE ESTABLISHED WITH A STAFF EXPERT IN ALL FACETS OF WRITING AND PREPARING FOR PUBLICATION OF COLLEGE MATERIALS AS WELL AS IN THE USE OF MASS MEDIA FOR COMMUNICATION.

Implications: All faculty groups and administrative offices will have expert assistance in the preparation of publicity, reports, and promotional materials. Peabody's visibility in the profession and in the community will be increased.

An administrative structure which would fit these recommendations is presented on page 52 of this report.

VII. POLICY DEVELOPMENT

The development of policy in a college or university requires an organizational structure that brings together, in meaningful ways, those individuals and groups who could and should be involved in a process that will assure the making of the wisest possible decisions. The decision-making process should involve those whose lives and concerns are most affected by the decisions, those who have special competencies to contribute, and those whose support and cooperation are essential to the implementation of the decisions.

Basic to policy development at Peabody is the College's charter. Granted under Tennessee law, it places all responsibility and authority of the College in the Board of Trustees and authorizes that Board to delegate its authority to the president of the College. It is obvious, therefore, that no part of the Peabody community, other than the Board, has the legal power to veto an act of the President or to impose its will upon the President. Thus, the primary responsibility of the administration, under the leadership of the President, is to develop and to regulate the decision-making process of the institution.

The decision-making process functions in different ways. In some instances decision-making responsibility may be delegated, always subject to review by the Board of Trustees. In other situations the administration may agree to consult with the faculty and/or students and/or staff and to seek consensus before arriving at a decision. At still other times the administration may seek advice, retaining the decision-making power solely to itself. The ultimate test of the process is the extent to which it provides the maximum potential for wise decision making.

To assure full College involvement and responsibility in policy decisions,

The Select Committee recommends that:

82. THE PEABODY COMMUNITY BE ORGANIZED AROUND FOUR CONSTITUENCIES:
ADMINISTRATION, FACULTY, STAFF, AND STUDENTS.

Implications: Each of the constituencies will be organized in a manner to replace existing bodies. The President will organize the administration in ways that appear most functional. The faculty will, with some modifications, conform to its present membership. A Student Association, in which all students hold membership, will replace the Student Government Association and the Graduate Council. All staff personnel will hold membership in an organization to be known as the Staff Association.

83. FOUR COUNCILS BE CREATED, EACH WITH RESPONSIBILITY TO ASSIST IN POLICY DEVELOPMENT: A COUNCIL ON ACADEMIC POLICY, A COUNCIL ON PERSONNEL POLICY, A COUNCIL ON FISCAL POLICY, AND A COUNCIL ON STUDENT POLICY.

Implications: The Council on Academic Policy will replace the existing Academic Council, Undergraduate Instruction Committee and Graduate Instruction Committee. The Council on Student Policy will replace the Council on Student Affairs. The other two councils are entirely new Peabody policy groups.

Accepting the inevitability of change, it is recognized that alterations in the organizational structure for policy development may be needed on occasion. What is required, therefore, is a mechanism for amendment.

To secure an orderly process for amending the College organizational structure,

The Select Committee recommends that:

84. AN AMENDMENT PANEL BE ESTABLISHED TO CONVENE ON AN AD HOC BASIS WITH AUTHORITY TO REVIEW AND RECOMMEND TO THE PRESIDENT AND BOARD OF TRUSTEES PROPOSALS FOR CHANGE IN THE STRUCTURE OR FUNCTION OF THE COLLEGE'S CONSTITUENT BODIES OR POLICY COUNCILS.

Implications: The Amendment Panel will consist of six (6) members--the chairperson of the Faculty, Student Association, and Staff Association and the chairpersons of the Councils on Academic Policy, Personnel Policy, and Fiscal Policy. The Panel will elect its own chairperson and will convene only on an ad hoc basis to hear only proposals that relate to change in the structure and function of policy development mechanisms. All proposals for change will be initiated in the appropriate constituency or council and will be submitted to the Panel after careful study and consideration. A two-thirds majority of the Panel will be required for approval of a proposal. If approved, the Panel's recommendation will be referred to the President and Board of Trustees for action.

A change in structure may be defined in such terms as an alteration in the personnel makeup of a constituent group or the establishment of a new policy council. A change in function may be defined in such terms as an alteration in the responsibilities assigned to a constituency or council.

Policy decisions that are not recorded systematically, not known to persons affected by them, or not clearly understood by all concerned lead only to confusion and amount, ultimately, to having no policy at all. New policies can be developed by any of the Councils only if their previous policies and those of other Councils which impinge upon their decision are available to them. For these reasons,

The Select Committee recommends that:

85. ALL COLLEGE POLICY BE COMPILED SYSTEMATICALLY AND MADE AVAILABLE THROUGH CIRCULATION TO PERSONS AFFECTED AND FILES MAINTAINED IN CENTRAL LOCATIONS.

Implications: The ex officio administrative officer on each of the Councils (Executive Dean for Administrative Affairs in the case of the Council on Fiscal Policy and Council on Personnel Policy where there is more than one ex officio administrative officer) will have the responsibility for compiling and distributing the approved policies in each Council's area of concern.

The Constituencies

The Peabody community will be organized around four constituencies for the purposes of policy development. These constituencies are shown in the diagram on page 58 and are discussed below.

Administration

The administration will consist of the President and the four officers who report directly to the President: Executive Dean for Academic Affairs, Executive Dean for Administrative Affairs, Executive Director for Development and College Relations, and Dean of Students. It may also consist of such other officers as designated by the President.

The President and the four chief administrative officers who report directly to the President are voting members of the faculty. The Executive Dean for Academic Affairs is an ex officio member of the Council on Academic Policy, Council on Fiscal Policy, and Council on Personnel Policy. The Executive Dean for Administrative Affairs is ex officio chairperson of the Council on Fiscal Policy and a member of the Council on Personnel Policy. The Executive Director for Development and College Relations is an ex officio member of the Council on Fiscal Policy. The Dean of Students is an ex officio member of the Council on Student Policy and the Council on Fiscal Policy.

Faculty

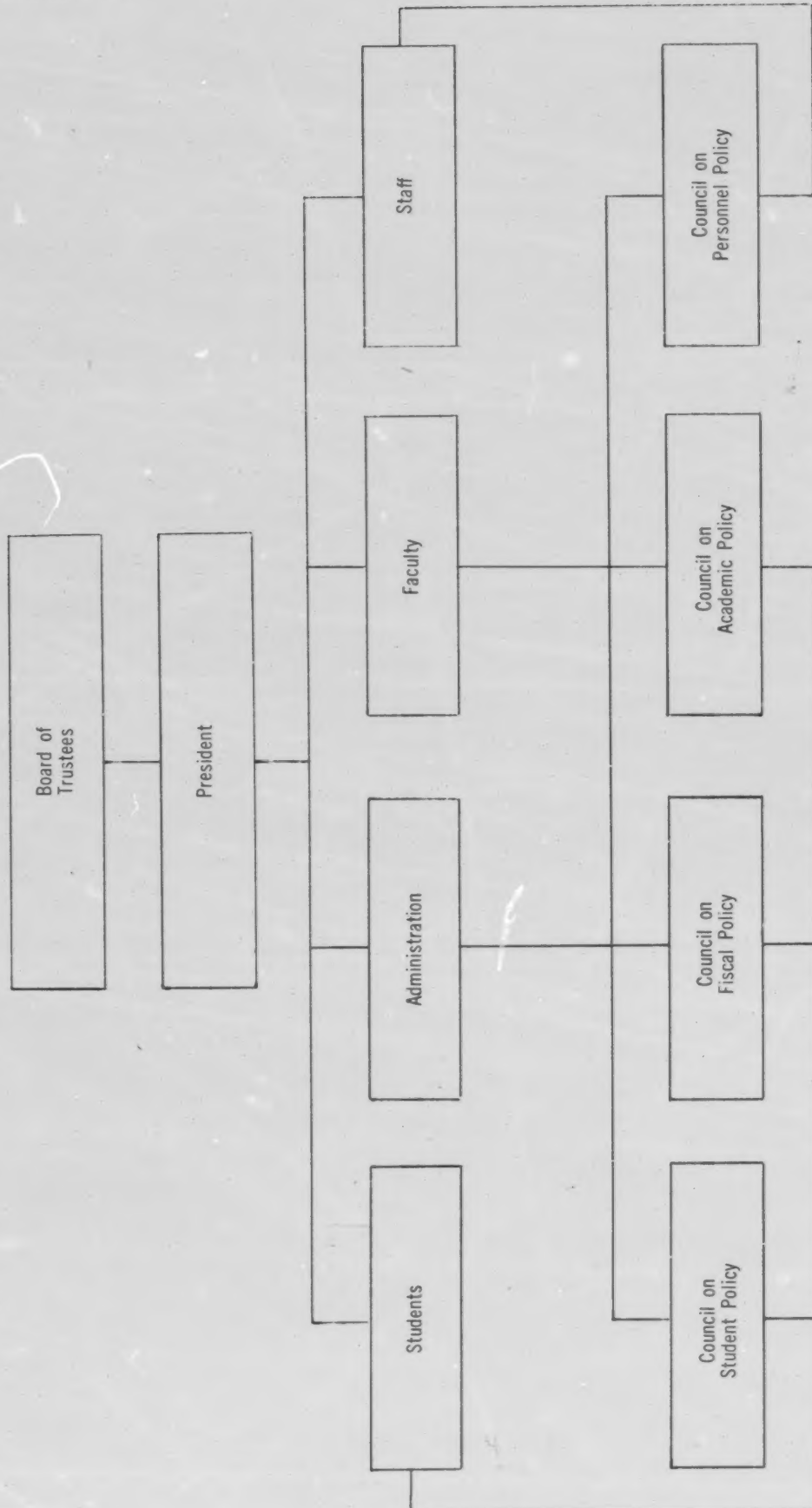
For the purposes of policy development the Peabody faculty will consist of the following voting members:

- All full-time professors, associate professors, assistant professors, and instructors.
- Director of the Joint University Libraries and professional librarians assigned to the Education Library.
- Ex Officio -- President, Executive Dean for Academic Affairs, Executive Dean for Administrative Affairs, Executive Director for Development and College Relations, and Dean of Students.

The organization of the faculty will have the following responsibilities:

- It will serve as a channel for communication and a forum for discussion.
- It will act as an electoral body.
- It will monitor actions of the College Councils to which it has delegated authority.
- It will receive and act upon recommendations brought to it by the President or the appropriate Councils.

Organization for Policy Development



The faculty will elect three officers from among its membership--chairperson, chairperson-elect, recorder. The following are duties and responsibilities of each officer:

- Chairperson. The chairperson will serve for a one year term. This officer presides at meetings called under the auspices of the faculty and is the faculty person who relates the faculty to the President. The chairperson serves on the Faculty Nominations Committee and is a member of the Council on Fiscal Affairs.
- Chairperson-elect. The chairperson-elect will serve as chairperson-elect for one year and then succeed the chairperson. This officer serves in the absence of the chairperson. The chairperson-elect chairs the Faculty Nominations Committee and also chairs the Council on Personnel Policy.
- Recorder. The recorder is elected for a two year term. This officer takes minutes of all faculty meetings called by the chairperson of the faculty. The recorder serves as a member of the Faculty Nominations Committee.

Other faculty representation on College Councils will be obtained through nomination and vote of the faculty.

Meetings of the faculty may be called by the chairperson of the faculty for discussion. It is understood that any action by the faculty will be referred to the appropriate Council for study before being brought to the faculty for vote. A Council may request that the President call an official faculty meeting at which actions may be taken.

Students

The Peabody student population will be organized into a body called the Student Association. All Peabody students will hold voting membership in the organization. The Association will have three officers, each elected for a one year term: chairperson, vice chairperson, and recorder. The chairperson is ex officio chairperson of the Council on Student Policy and an ex officio member of the Council on Fiscal Policy.

Meetings of the Student Association will be called by the chairperson whose duty it will be to preside. In this, and in all other areas of responsibility, the vice chairperson will serve in the absence of the chairperson. The recorder will keep minutes of Association meetings and have general charge of Association records.

The Student Association and its officers will be responsible for the determination of Association activities within the framework of policies established by the Council on Student Policy. It will also select from its membership those students who will serve on the Council on Student Policy, the Council on Academic Policy, and such other College bodies that will require student representation.

Staff

The Peabody staff is composed of three types of personnel: professional/technical, classified, and hourly employees. For purposes of College policy development, all staff personnel will hold voting membership through the Staff Association. The presiding officer of the Association will be a chairperson who is elected for a one year term. Also elected will be a chairperson-elect who will succeed to the position of the chairperson after one year and will otherwise serve in that capacity in the absence of the chairperson. Records of the Association will be kept by a recorder who is elected for a two year term.

The Staff Association will be a vehicle through which staff members may express views and institute actions. All actions must be in accord with policies established by the Council on Personnel Policy.

Three representatives from the Staff Association will serve as members of the Council on Personnel Policy, each for a one year term. One Council representative will be the chairperson of the Staff Association. The other two will be chosen, one each from among the professional/technical personnel, classified personnel, and hourly employees, depending on which of the two groups is not represented by the chairperson.

The Councils

College policy will be developed through four Councils. These Councils and their relationship to the constituencies referred to above are represented in the diagram on page 58.

Council on Academic Policy

The membership of the Council on Academic Policy will consist of the following seventeen (17) persons:

- Chairperson -- elected by the Council from the Program Directors for a three year term.
- Eight program directors -- ex officio.
- Six faculty members -- elected by the faculty for three year staggered terms.
- Two students -- One (1) Basic and one (1) Advanced program student elected by the Student Association for one year terms.
- Executive Dean for Academic Affairs -- ex officio.

The Council on Academic Policy will be the channel through which coordination of academic policy is determined and where differences of interpretation are resolved. It will have the responsibility for the development of policy in academic matters which have College-wide application. The following are areas of policy responsibility:

- Standards of admission and retention of students.

- Requirements for granting degrees.
- Curriculum development.
- Grading system.
- Instructional and research standards and policies.
- Standards of ethical and professional conduct of faculty and students.
- Student discipline (academic).
- Procedures for nomination of recipients of honorary degrees.

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Based on the assumption that decisions need to be made as close as possible to where they are to be implemented, responsibility for program development is delegated by the Council to the Basic and Advanced program areas. Commensurate with that responsibility is delegated the authority to make decisions concerning:

- Admission of students into programs.
- Requirements for graduation from programs.
- Development of appropriate program designs.
- Approval of students' programs of study.
- Approval of new courses in program areas.
- Negotiation with other program areas for support services.

It is understood that all decisions made by the program areas must be consistent with policies established by the Council on Academic Policy. It is the responsibility of the Executive Dean for Academic Affairs to monitor all academic decisions for compliance with institutional policy. When differences between individuals within program areas cannot be resolved satisfactorily by the Executive Dean for Academic Affairs, or where major differences occur between a program director and the Executive Dean, the Council may serve to hear appeals.

A student appeals committee will be appointed by the chairperson of the Council. It will consist of one student and two faculty representatives on the Council, each serving a term of one year. The committee will hear appeals that relate to student academic discipline matters which cannot be resolved within the Council. Recommendations of the appeals committee will be submitted to the President.

Council on Student Policy

The membership of the Council on Student Policy will consist of the following ten (10) persons:

- Chairperson -- chairperson of the Student Association, ex officio.
- Five additional students -- to provide a total of three Basic and three Advanced program students, including the chairperson.
- Three faculty members -- elected by the faculty for three year staggered terms.
- Dean of Students -- ex officio.

The development and direction of a program for the enrichment of student life is the shared responsibility of the Council on Student Policy, the Student Association, and the office of the Dean of Students. Recognizing that students are most directly affected by policies which relate to their lives as persons and members of a collegiate society, major responsibility for determination of those policies is placed in the hands of the Council on Student Policy subject, as are all policies, to the review of the President and the Board of Trustees. The Council, accordingly, has the responsibility to recommend policy in the following areas:

- Student housing.
- Student publications.
- Student health.
- Social activities.
- Intramural programs and activities.
- Student discipline (non-academic).

It is the responsibility of the Dean of Students to monitor the implementation of all policies established by the Council.

A student appeals committee will be appointed by the chairperson of the Council. It will consist of two student representatives on the Council, one from Basic and one from Advanced programs, and one faculty Council representative. Each committee member will serve a term of one year. The committee will hear appeals that relate to student non-academic discipline matters which cannot be resolved within the Council. Recommendations of the appeals committee will be submitted to the President.

Council on Fiscal Policy

The membership of the Council on Fiscal Policy is completely ex officio and will consist of the following eight (8) persons:

- Chairperson -- Executive Dean for Administrative Affairs.
- Chairperson, Council on Academic Policy.
- Chairperson, Council on Student Policy.

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- Chairperson, Council on Personnel Policy.
- Chairperson of Faculty.
- Executive Dean for Academic Affairs.
- Dean of Students.
- Executive Director for Development and College Relations.

Since the budget provides the clearest statement of an institution's real commitment, it should reflect the best thinking of those who share the major responsibility for designing and implementing the academic program of the institution. The membership of the Council on Fiscal Policy is, thus, designed with the thought that all decisions made in other Councils have fiscal implications that impinge on all other decisions. Working in close cooperation with the President, the Council will be in a position to assure that the budget of Peabody College will clearly reflect the established goals of the institution.

It is recognized that the basic responsibility for the financial welfare of the College rests with the Board of Trustees. Within this context, the Council on Fiscal Policy will have the responsibility to make recommendations to the President about the following matters:

- Establishment of priorities for general allocation of current resources.
- Establishment of a budget making procedure.
- Formulation of plans for major capital campaigns.
- Development of plans for major capital improvements.
- Creation of long-range budgetary plans.

Council on Personnel Policy

The membership of the Council on Personnel Policy will consist of the following nine (9) persons:

- Chairperson -- chairperson-elect of the faculty, ex officio.
- Three faculty members -- elected by the faculty for three year staggered terms.
- Three staff members -- elected by the staff for one year terms; one each from professional/technical personnel, classified personnel, and hourly employees.
- Executive Dean for Administrative Affairs -- ex officio.
- Executive Dean for Academic Affairs -- ex officio.

The Council will have the responsibility to formulate recommendations to the President in the following areas:

- Employment of faculty and administrators -- procedures for personnel involvement in the process.
- Performance evaluation -- development of a formal system based on job descriptions for all campus personnel.
- Promotion and tenure of faculty -- development of criteria and procedures.
- Salary formulas -- periodic review to determine needed revisions to progress toward institutional goals.
- Faculty development -- establishment of guidelines for travel funds, research grants, opportunities for continuing education, etc.
- Fringe benefit program -- periodic review of such items as insurance, retirement, leaves, etc. for all campus personnel.
- Faculty load formula -- periodic review to determine needed revisions.

Within the Council will be established a faculty policy committee, composed of the three elected faculty representatives other than the chairperson and responsible in matters that relate only to the faculty. There will, likewise, be established a staff policy committee, composed of the three elected staff representatives, with responsibilities in matters that involve only members of the staff. The appropriate committee of the Council will be responsible for initial hearing of suggestions, complaints, or grievances and will seek to negotiate differences. Recommendations from the two policy committees will be submitted to the full Council.

In addition to the foregoing, there will be a faculty appeals committee, consisting of three members elected by the faculty, and a staff appeals committee of three members elected by the staff to hear appeals that cannot be resolved within the Council. Recommendations from either appeals committee will be submitted to the President.

VIII. PERSONNEL POLICIES

All employees of the College are considered to belong to three broad groupings--administrative, academic, and nonacademic. In the administrative category are the President, the Executive Dean for Academic Affairs, the Executive Dean for Administrative Affairs, the Dean of Students, the Executive Director of Development and College Relations, and such other officers as designated by the President. Academic personnel would include regular faculty members (instructors, assistant professors, associate professors, and professors) along with adjunct or visiting faculty members, teaching fellows, teaching assistants, research fellows, research assistants, Blair Academy and Demonstration School teachers, and professional librarians in the Education Library. Nonacademic personnel would include all other College employees who, for purposes of participation in policy determination, might further be subclassified as professional/technical, classified, and hourly employees.

Policies regarding the personnel in the three major categories may differ in several respects. In other important respects, however, certain common principles should apply.

- As an equal opportunities employer, Peabody's personnel policies should not reflect any discrimination on the basis of age, sex, race, religion, or national origin.
- All individuals employed by Peabody College should have particularized job descriptions and should be held accountable for their performance on that job.
- All personnel are entitled to consultation concerning changes in their employment status, should be informed on evaluations of their performance, and should have an avenue for appeal of decisions affecting their welfare.

In previous sections of this report it has been recommended that a personnel office be established under an assistant to the Executive Dean for Administrative Affairs. It has been recommended also that a Council on Personnel Policies be established, with representation for administrative, academic, and nonacademic employees. As a part of the policy determination system it has been recommended further that appeals committees should be established to provide for peer review of decisions affecting the welfare of either academic or nonacademic personnel.

To further clarify the status of academic personnel and to make explicit Peabody's intent to provide equal employment opportunities and conditions,

The Select Committee recommends that:

86. THE TITLES RESEARCH APPRENTICE, RESEARCH ASSISTANT, RESEARCH ASSOCIATE, AND RESEARCH PROFESSOR BE DISCONTINUED AS MEANS OF DESIGNATING FACULTY MEMBERS DEVOTING A MAJORITY OR ALL OF THEIR TIME TO RESEARCH.

Implications: The Board action of November 3, 1967 will be rescinded. All faculty members will have standard academic titles and be considered on

the same basis for salary and tenure purposes.

87. AN AFFIRMATIVE ACTION PROGRAM BE UNDERTAKEN TO ATTEMPT TO ASSURE AN APPROPRIATE BALANCE IN ALL CATEGORIES OF PERSONNEL AND TO IDENTIFY POSSIBLE AREAS OF DISCRIMINATION WHICH MAY NEED TO BE RECTIFIED.

Implications: The recruitment, employing, compensation, and advancement of all categories of personnel will be monitored to see that nondiscriminatory practices are established and maintained.

Job Descriptions and Performance Evaluation

To give substance to the principle of accountability enunciated in the discussion of the Board of Trustees as it applies to all administrative, academic, and nonacademic employees,

The Select Committee recommends that:

88. PARTICULARIZED JOB DESCRIPTIONS BE DEVELOPED FOR ALL INDIVIDUALS EMPLOYED BY THE COLLEGE.

Implications: Position descriptions will be prepared for all presently employed members of the administrative, academic, and nonacademic staff of the College. Such descriptions will be negotiated with the person involved by his supervisor and, where appropriate, with the persons whose work he in turn supervises. Included in the description will be an indication of the nature and extent of each type of work, the specification of the person or persons to whom he is responsible, the criteria to be employed in judging the quality of his performance, and the source of the data on which that judgment is to be based. The period of time during which the description will obtain will be specified, with the understanding that the descriptions can be renegotiated at the initiative of either the employee or his supervisor.

In employing new members of the faculty or staff, the position description will guide the recruitment and selection process. Renegotiation prior to employment will provide new employees with a clear set of the expectations the College holds for them.

89. A COMPREHENSIVE PERFORMANCE EVALUATION SYSTEM BE ESTABLISHED TO COVER ALL ADMINISTRATIVE, ACADEMIC, AND NONACADEMIC PERSONNEL.

Implications: The Council on Personnel Policy will plan a comprehensive system which will provide each employee and other concerned members of the College community with an evaluation of his performance.

Employment Procedures

It is recognized that the authority to employ personnel for the College rests with the President and to other persons to whom the President delegates such authority. In the proper exercise of this authority, however, the President and those who act in his behalf will require the counsel of others who have expert knowledge of the job requirements and the opinion of those current employees whose professional concerns will be influenced by the activities of the new member of the staff. As a matter of realism,

the prospects for success of the new employee are increased if those whose cooperation is essential are involved in his selection. In accordance with these principles,

The Select Committee recommends that:

90. IN EMPLOYING MEMBERS OF THE FACULTY AND ADMINISTRATIVE STAFF THERE SHOULD BE PARTICIPATION IN THE PREPARATION OF THE JOB DESCRIPTION AND IN THE SELECTION OF THE PERSON (a) THOSE WHOSE PROFESSIONAL CONCERNS ARE MOST AFFECTED BY THE ULTIMATE DECISION, (b) THOSE WHO HAVE SPECIAL COMPETENCIES TO CONTRIBUTE, AND (c) THOSE WHOSE COOPERATION IS ESSENTIAL TO THE CANDIDATE'S SUCCESS IF HE IS EMPLOYED.

Implications: Ad hoc committees of faculty members and administrative staff members will be utilized to provide counsel on the framing of descriptions of new faculty and administrative positions and to advise on the relative qualifications of the candidates for those positions.

Salaries and Wages

Peabody's position of leadership among professional schools of education will be determined in large measure by its ability to attract and retain an outstanding faculty and administrative staff. Many professional concerns other than salary will contribute to the College's ability to do so. It is certain, however, that Peabody College has little prospect for maintaining a top quality faculty unless its salaries are competitive with those of other doctoral degree granting institutions (AAUP Category I institutions). Peabody salaries in 1973-74 averaged only 83 per cent of the Category I salaries for assistant professors and only 71 per cent of the national average for full professors. While Peabody salaries show considerable variability within and between ranks, there is no institution-wide set of standards employed in determining merit of performance to be associated with salaries. To rectify this situation,

The Select Committee recommends that:

91. PEABODY COLLEGE ACCEPT AS ITS GOAL TO BE ACHIEVED WITHIN THE NEXT THREE YEARS THE ATTAINMENT OF A SALARY STRUCTURE EQUIVALENT TO THAT OF OTHER AAUP CATEGORY I INSTITUTIONS.

Implications: The quality of administrative staff, faculty, and nonacademic personnel employed by the College will be raised. Faculty, administrative, and nonacademic staff salaries and wages will be increased by an average of 20 to 30 per cent above the increases required to meet the costs of inflation. Such increases will require either a very substantial increase in funds available for such salaries and wages or a reduction in the number of personnel involved.

92. PEABODY'S FACULTY SALARY FORMULA RECOGNIZE QUALITATIVE DIFFERENCES IN TEACHING EFFECTIVENESS, SCHOLARLY AND CREATIVE PRODUCTION, PROFESSIONAL LEADERSHIP, RELEVANCE OF ACTIVITIES TO INSTITUTIONAL GOALS, AND NATIONAL VISIBILITY AS WELL AS ACADEMIC RANK AND LEVEL OF ACADEMIC ATTAINMENT.

Implications: Faculty members will be classified for salary purposes into the following categories:

Category I

The faculty member is judged on the basis of training and limited experience to show promise of becoming an effective teacher, a productive scholar, and an active member of professional associations and the College community. Because of his or her limited experience, the judgment generally is made on the basis of potential and preliminary evidence rather than accomplishment.

Category II

The faculty member has demonstrated a high level of competence in teaching and student advisement; has been productive in research, writing, or other creative work related to the central mission of the College, and has been active in both professional and campus affairs.

Category III

The faculty member has established a sustained record of excellence in teaching and student advisement, has compiled a substantial record as a productive scholar in areas related to the central mission of the College, and has exhibited the potential for leadership in professional and campus affairs.

Category IV

The faculty member has achieved a substantial level of national distinction through research, writing, creative works, or professional leadership activities. Sustained excellence in teaching, including supervision of theses and dissertations is assumed. This category normally would be reserved for tenured Associate Professors and Professors.

Category V

Faculty members falling in this category will be those occasional distinguished professors of national and international eminence who give leadership and direction to their profession.

93. A FORMAL SYSTEM OF FACULTY EVALUATION BE INSTITUTED TO SUPPORT JUDGMENTS CONCERNING THE FACULTY CLASSIFICATIONS AND RECOMMENDATIONS FOR PROMOTION, TENURE, AND SALARY INCREASES WITHIN CLASSIFICATIONS.

Implications: A systematic procedure will be established to gather student, colleague, and supervisor evaluations of faculty performance and status within the profession.

The same principles will be applied to salaries for administrative personnel--their competitiveness with those in comparable institutions, their relationship to quality of performance, and the need for a formal evaluation system to support judgments concerning quality.

Wages for nonacademic personnel also will be competitive, but the norm for comparison will be local rather than national. Performance on the job

will be judged against the highest standards for each specialty area with the expectation that quality performance will be required and that merit will be recognized in wages and other forms of compensation. With non-academic employees also, a formal program of evaluation will undergird decisions on wages paid.

Fringe Benefits

Inflation and the change in the salary base for payments to the Social Security system have seriously eroded the fringe benefits associated with Peabody salaries, the impact being the greatest on the lowest paid personnel. Other impending changes have made it impossible for the Committee to make a detailed analysis of the College program of fringe benefits. For this reason,

The Select Committee recommends that:

94. THE COUNCIL ON PERSONNEL POLICY UNDERTAKE A COMPREHENSIVE REVIEW OF PEABODY'S PROGRAM OF FRINGE BENEFITS, THEIR RECOMMENDATIONS FOR REVISION TO BE MADE TO THE BOARD OF TRUSTEES THROUGH THE PRESIDENT AND EXECUTIVE DEAN FOR ADMINISTRATIVE AFFAIRS.

Implications: A revised program of fringe benefits for all categories of personnel will be developed and presented, along with its cost implications, to the Board of Trustees.

Faculty Development

A faculty member's continuing growth in effectiveness and in professional stature are as important to Peabody College as they are to the individual faculty member. There should be a major institutional commitment to aiding the faculty member as he strives to increase his contribution to the College through his teaching, research, service, and professional leadership. This commitment should be reflected in:

- Guidance in efforts to improve his effectiveness as a teacher and advisor to students.
- Financial aid or adjustment in duties for the faculty member who undertakes advanced education or seeks experiences relevant to his specialty.
- Encouragement and support for research, special teaching projects, and other forms of creative work.
- Leaves and other adjustments in work load for the faculty member who undertakes major professional assignments.
- Opportunity and support for travel to and participation in the affairs of professional societies.

Such a program is not a "fringe benefit" for the faculty member, although it would certainly serve to make his position at Peabody more attractive

to him. It is, instead, a vehicle through which the College maximizes the faculty member's contribution to the attainment of institutional objectives. To bring such a faculty development program into being,

The Select Committee recommends that:

95. A COMPREHENSIVE FACULTY DEVELOPMENT PROGRAM BE INITIATED TO PROVIDE:

- (a) FUNDS FOR RESEARCH AND OTHER CREATIVE ACTIVITIES,
- (b) TRAVEL FUNDS TO COVER PARTIAL COSTS FOR FACULTY MEMBERS ATTENDING PROFESSIONAL MEETINGS,
- (c) A PROGRAM OF GUIDANCE AND ASSISTANCE FOR FACULTY MEMBERS SEEKING TO IMPROVE THEIR EFFECTIVENESS,
- (d) FINANCIAL SUPPORT FOR SPECIAL CURRICULUM IMPROVEMENT PROJECTS, AND,
- (e) FINANCIAL AID, ADJUSTMENTS IN WORK ASSIGNMENTS, AND INCREASED SUPPORTING SERVICES FOR FACULTY TO CONTINUE THEIR EDUCATION, GAIN RELEVANT EXPERIENCE, OR UNDERTAKE SPECIAL ASSIGNMENTS.

Implications: Such a comprehensive program of faculty development will elevate the quality of the faculty performance and, thereby, their contribution to the College. Peabody faculty members will become more visible in their professional circles and more able to attract students, funds for research, and opportunities for contracting with various educational agencies. The faculty development fund represents an investment in the faculty not unlike the provision of classrooms, laboratories, and instructional materials.

Faculty Promotion and Tenure

Promotion in academic rank should symbolize for the individual faculty member, his students, and his colleagues administrative recognition of a sustained record of meritorious performance and substantial progress toward the institutional ideal for faculty members. An explicit statement of that ideal and a clear definition of stages in its attainment would provide for consistent standards for promotion to the several academic ranks. It would, moreover, provide guidance for the individual faculty member and for his program directors and other supervisors as they seek to maximize his professional development. Neither the explicit criteria for promotion nor the procedures for recommending promotion are set forth clearly in any College document. To rectify this situation,

The Select Committee recommends that:

96. THE COUNCIL ON PERSONNEL POLICY UNDERTAKE AS A PRIORITY TASK THE PREPARATION OF A RECOMMENDED SET OF CRITERIA AND A PROCEDURE TO BE FOLLOWED IN FACULTY PROMOTIONS IN RANK, SUCH RECOMMENDATIONS TO BE SUBMITTED TO THE FACULTY FOR APPROVAL. THE PROPOSED STANDARDS SHOULD COUPLE THE CRITERIA FOR PROMOTION WITH DATA OBTAINABLE THROUGH A FACULTY EVALUATION SYSTEM THAT WOULD BE UNIFORMLY APPLIED THROUGHOUT THE COLLEGE.

Implications: A uniform set of criteria and procedures would assure equity for faculty members in all program areas. By requiring documentation for judgments on meritorious performance, standards for

promotion are expected to be raised and faculty performance raised correspondingly.

The award of tenure should be a further indication that the faculty member's development has been and promises to continue to be such that his continuing association with the College indefinitely would be in the institution's best interests. The award of tenure should not be taken lightly and should not be assumed to be an inevitable consequence of an extended period of satisfactory, but undistinguished service. Rather, considerable documentation of outstanding performance should be required. Nor should the tenured status of a faculty appointment be considered lightly by the institution. Every reasonable effort should be made by the College to further develop and maintain in meaningful employment members of the faculty to whom tenured status has been awarded.

Current policies do not appear to the Peabody faculty to reflect the importance they feel should be given to superior performance in teaching, student advisement, research and other creative activities, or professional leadership. To correct this situation,

The Select Committee recommends that:

97. THE COUNCIL ON PERSONNEL POLICY UNDERTAKE THE DEVELOPMENT OF A CLEAR SET OF CRITERIA TO BE EMPLOYED IN JUDGING FACULTY MEMBERS BEING CONSIDERED FOR TENURE, SUCH STANDARDS TO BE SUBMITTED TO THE FACULTY FOR APPROVAL. THE PROPOSED STANDARDS SHOULD BE SUFFICIENTLY RIGOROUS TO MAINTAIN A CONTINUING INFLUX OF YOUNG FACULTY MEMBERS DURING AN EXTENDED PERIOD OF STABLE OR DECLINING ENROLLMENTS.

Implications: Peabody's present position with only 35 per cent of the faculty on tenured status provides a great opportunity to build and maintain an outstanding faculty if rigorous standards for tenure are developed immediately and applied universally.

Faculty Load

No single, uniform pattern of duties will permit each member of the Peabody faculty to maximize his contribution to the academic programs of the College. As indicated earlier, it is expected that each individual professor's duties will be spelled out in a particularized job description with the nature and amount of each kind of work specified. This job description should be negotiated between the individual faculty member and his supervisors and should apply to his duties during a specified period of time. Such job descriptions would need to be updated periodically and be subject to renegotiation upon the initiative of either the faculty member or his supervisors.

Faculty load formulas should be applied to administrative units (program areas) rather than to individual faculty members. It should be the responsibility of the program director and the Executive Dean for Academic Affairs to see to it that the aggregate faculty performance within a program area meets the necessary load requirements. The faculty load formulas should be used in determining the number of College-paid full-time

equivalent faculty members assigned to program areas so that program directors would have to manage their manpower in such a way as to meet the program requirements and the average faculty load formulas.

Within this context there remains an obvious relationship between faculty load and the College's ability to provide for faculty salaries, faculty development, and an adequate program of supporting services for both faculty members and students. It is expected that an increasing number of faculty members will be paid from grants and contracts for research, educational services, and special training projects. The number of faculty members who can be paid out of general College funds will be limited, however, by the number of credit hours for which students register. To provide an adequate economic base for an outstanding faculty,

The Select Committee recommends that:

98. A FACULTY WORKLOAD FORMULA BE ESTABLISHED WITH:

- (a) FACULTY MEMBERS TEACHING EXCLUSIVELY IN THE BASIC (B.S. AND master's) PROGRAMS OF THE COLLEGE EXPECTED TO PRODUCE AN AVERAGE OF 600 STUDENT CREDIT HOURS IN EACH ACADEMIC YEAR, ADVISE UP TO 20 BASIC PROGRAM STUDENTS, SERVE ON ONE MAJOR COLLEGE COMMITTEE, AND CARRY ON THEIR OWN PROGRAMS OF PROFESSIONAL GROWTH AND DEVELOPMENT.
- (b) FACULTY MEMBERS TEACHING EXCLUSIVELY IN ADVANCED PROGRAMS EXPECTED TO PRODUCE AN AVERAGE OF 300 STUDENT CREDIT HOURS PER ACADEMIC YEAR, ADVISE UP TO 10 ADVANCED STUDENTS, SERVE ON ONE MAJOR COLLEGE COMMITTEE, AND CARRY ON THEIR OWN PROGRAMS OF RESEARCH, PROFESSIONAL LEADERSHIP ACTIVITIES, AND PROFESSIONAL DEVELOPMENT.
- (c) FACULTY MEMBERS WHOSE DUTIES ENCOMPASS BOTH BASIC AND ADVANCED PROGRAMS SHOULD HAVE WORK LOADS BASED ON THE PROPORTION OF TIME DEVOTED TO TEACHING AND STUDENT ADVISEMENT AT THE TWO LEVELS. FOR THESE PURPOSES A COURSE EXCLUSIVELY FOR ADVANCED STUDENTS MIGHT BE WEIGHTED 1 1/3 TIMES THAT OF A COURSE OPEN ONLY TO BASIC PROGRAM STUDENTS. ONE ADVANCED PROGRAM ADVISEE MIGHT BE CONSIDERED THE EQUIVALENT OF TWO BASIC PROGRAM ADVISEES IN DETERMINING FACULTY WORKLOAD.

Implications: This recommendation will raise very substantially the student credit hour load carried by Peabody faculty members to approximately those carried by faculty members in Tennessee's state colleges and universities. Such an increase will have to be brought about over a period of time, with the academic year 1976-77 being the earliest at which it might be completely accomplished.

Application of these formulas to enrollment data for 1973-74 indicate that the student credit hour production would justify a teaching faculty of 92 members (full-time equivalents). With the provision of released time for administrative purposes and leaves of one type or another, a faculty of approximately 100 members would be required to produce the number of student credit hours generated. Of the 155 faculty members employed in 1973-74

(114 out of general College funds and 41 supported out of other funds) only 9 produced as many as 600 credit hours; 58 taught as many as 300 student credit hours. Thus, the reduction of the College-paid faculty from 114 to 100 and the increase in expected student credit hour production would reduce instructional costs slightly (roughly 10 per cent of College-paid faculty salaries) and would increase the workload expectations of most faculty members.

The Basic programs instructional load of 600 student credit hours could be achieved if the average faculty member taught 12 semester hours (typically four 3-semester-hour courses) enrolling an average of 25 students for each of the two semesters of the academic year. One would not anticipate that many faculty members would be asked to carry more than 12 semester hours of instruction during any one semester; but the average class size for some faculty members could run well over the average of 25 required for the total program area, particularly if teaching assistants and teaching fellows were judiciously employed. The estimate of 20 advisees for the average faculty member is based on the assumption that the typical Basic program student would carry an average of 15 hours per semester or 30 hours per academic year; the average faculty student credit hour production, then, could be accounted for by 20 students. To the extent that the enrollment is made up of part-time students, the number of advisees would be increased, since the students need to be advised regardless of the number of semester hours they carry. Most faculty members will have duties in two or more program areas, but it is expected that each faculty member will have a primary program identification which will help to determine the location of his office, the nature of the pool of students whom he advises, and the area for which he assumes the greatest responsibility for academic leadership. It is expected that each faculty member will contribute to the planning and operation of programs in that primary area of assignment through membership on one major committee or equivalent service. The Basic programs faculty will be expected to carry on their own programs of professional growth and development in addition to these assigned duties.

The requisite number of student credit hours for faculty members in the Advanced programs could be achieved by having the average faculty member teach nine semester hours each semester to classes averaging 17 students. One would expect that few faculty in the Advanced program areas would teach more than nine semester hours per semester. However, it is quite possible that core programs in a number of areas would permit a few relatively large classes which could be combined with many more small ones to produce the required average of 17 students per class. Professors in the Advanced program areas will need to devote much more time to advising their students and to supervising individualized learning experiences for them such as theses, dissertations, and internships. In addition, these faculty members will have a greater responsibility for carrying on their own programs of research, professional leadership activities, and professional development.

This faculty load recommendation has curricular implications as well. Small classes in courses which duplicate offerings in other University Center courses may have to be abandoned. A number of courses may have to be redesigned to focus on the principles involved and to provide an overview

of major areas. Emphasis may have to be placed on economically feasible mixes of class sizes and instructional strategies. It is the Select Committee's view, however, that the quality of instruction offered under this recommended load formula need not be impaired. Indeed, significant opportunities for improvement may result.

IX. PHYSICAL FACILITIES

College facilities, like any other home or place of business, do more than simply provide space within which one lives and works. They create an atmosphere which permeates all that goes on in and around them and help to determine the quality of life of those who are long associated with them. Buildings and grounds reflect the priorities of institutions, either facilitating or limiting the efforts of those who use them in pursuit of institutional goals. There can be no doubt that prospective students, prospective faculty members, and others who visit a college campus learn quickly the characteristics of the institution from the tone set by the physical facilities.

In the Peabody of the future the physical facilities should reflect:

- A commitment to the aesthetic, affective, and physical as well as the intellectual aspects of life.
- An awareness that college students are mature adults with interests and involvements beyond their academic programs.
- Institutional priorities for different programs of instruction, service, and research.
- A distinctive Peabody point of view on how teachers and other educators can function most effectively.

In these respects, the physical facilities are integrally related to the total curriculum of the College, shaping the learning that takes place outside as well as inside the classrooms.

When examined from this point of view, there are marked deficiencies in Peabody's present physical facilities. Many of the residence and student services areas are drab, uninteresting, and even dirty. There is inadequate provision made for the social, recreational, and physical aspects of life, particularly for students who live out in the community or who have families on campus.

Many of Peabody's academic programs also are inadequately housed. Physical education, music, library science, and the Education Library are notable examples. In many other instances the instructional space available on campus limits the effectiveness of the faculty and deprives students of the best possible learning experiences. There is too little provision made for either large or small classes, for multi-media instruction, for seminars, and for workshop and laboratory experiences. The furnishings in other classrooms frequently are neither comfortable nor attractive.

Major college programs are poorly housed in that there is no attractive central facility with which either faculty members or students can identify. Faculty members who are expected to work together closely are scattered over the campus, making program building and operation extremely difficult.

While acknowledging these deficiencies, the Select Committee is convinced there is no shortage of space for either current or anticipated programs. Rather, existing problems stem from a failure to modernize facilities and programs and to allocate space according to institutional priorities. Anticipated needs for the next decade, at least, can be met by improving the quality and use of existing facilities and by a major effort to utilize field centers appropriate to the needs of the instructional programs. For these reasons,

The Select Committee recommends that:

99. THE COLLEGE PROCEED IMMEDIATELY TO DEVELOP A COMPREHENSIVE MASTER PLAN FOR UTILIZATION AND RENOVATION OF ALL ACADEMIC, ADMINISTRATIVE, AND SUPPORT FACILITIES.

Implications: The development of a master plan for space reallocation and renovation will be launched at once utilizing the services of consultants in this field. The plan is required as soon as possible so that physical plant remodeling and space reallocation can proceed in an orderly way to facilitate the College's new academic and administrative design. The effective implementation of several academic recommendations will be seriously impeded until this work is completed. Within the master plan to be developed,

The Select Committee recommends that:

100. RESIDENCE AND STUDENT SERVICES AREAS OF THE CAMPUS BE COMPLETELY REFURBISHED TO MAKE THEM MORE ATTRACTIVE AND MORE USABLE.

Implications: More than fresh paint is needed. The campus master plan will focus on the need for a more attractive living environment, in all respects.

101. STUDENT LIFE CENTERS BE ESTABLISHED IN CENTRAL LOCATIONS ON CAMPUS TO PROVIDE FOR THE SOCIAL, RECREATIONAL, AND PHYSICAL NEEDS OF ALL STUDENTS, THEIR FRIENDS, AND THEIR FAMILIES.

Implications: Existing facilities are relatively unused because of restrictive policies, poor locations, and poor conditions. Recreation centers for families, foreign students, and commuting students, as well as other students, will be developed. Inadequate facilities such as the International Student Center will be closed. New policies governing the use of campus student life centers will reflect an awareness that college students are adults who have diverse interests and who do not live in isolation from the rest of the community.

102. THE LIBRARY SCIENCE PROGRAM BE RELOCATED IN FACILITIES RENOVATED TO FIT THEIR NEEDS AND THEIR EXPANDED COMMITMENT TO MEDIA OTHER THAN PRINT.

Implications: The need for a very substantial increase in media education and media services on campus, along with the need for improved facilities for the library science program, will be met by bringing these related functions together in a single modernized facility.

103. THE SPACE REQUIREMENTS OF THE PRESENT PEABODY LIBRARY BE REDUCED BY A THOROUGH WEEDING OF HOLDINGS, GREATER USE OF MICROFILM, AND GREATER SPECIALIZATION OF HOLDINGS. READING ROOMS SHOULD BE MODERNIZED AND SPECIAL PURPOSE ROOMS SHOULD BE PROVIDED THROUGH EXPANSION INTO SPACE NOW OCCUPIED BY THE LIBRARY SCHOOL.

Implications: The Peabody Library will become the Education Library for the Joint University Libraries system. The curriculum laboratory, now housed separately in the Teacher Center, will be incorporated in it along with the many little departmental libraries now in existence. The present Peabody Library building will serve the Education Library needs well for at least ten to fifteen years. (See Appendix B for more detailed recommendations.)

104. INSTRUCTIONAL SPACE ON CAMPUS BE RENOVATED AND ATTRACTIVELY FURNISHED TO PROVIDE ONE ADDITIONAL SPACE FOR LARGE-GROUP, MULTI-MEDIA INSTRUCTION, SEVERAL SEMINAR ROOMS, WORKROOMS FOR MATERIALS PRODUCTION, AND SPECIALIZED FACILITIES FOR PRODUCTION AND USE OF MEDIA MATERIALS.

Implications: Provision will be made for greater variety in size of class and type of instruction. Rooms now used for lecture presentations to medium size classes will be made more comfortable and attractive. A greater emphasis will be placed on instructional media.

105. ATTRACTIVE HEADQUARTERS AREAS BE ESTABLISHED FOR THE SEVERAL PROGRAM AREAS WITH FACULTY OFFICES AND STUDENT SERVICE AREAS CLUSTERED NEAR THE OFFICE OF THE PROGRAM DIRECTOR.

Implications: Existing space will be renovated to provide attractive headquarters areas for program directors and their staffs, student service areas, and faculty offices. Faculty members will be relocated in accordance with primary program identifications rather than academic disciplines.

106. SPECIALIZED FACILITIES FOR MUSIC, PHYSICAL EDUCATION, NATURAL SCIENCES, AND THE ARTS SHOULD BE RENOVATED AND EQUIPPED IN ACCORDANCE WITH THEIR CHANGING PROGRAM OBJECTIVES AND ENROLLMENTS.

Implications: Renovations in existing facilities will reflect new specialties, new approaches to instruction, and changing size of the faculty and student body as well as deficiencies and hazards in present facilities.

107. OPPORTUNITIES FOR FIELD-CENTERED INSTRUCTION WHICH WOULD LIMIT THE NEED FOR SPECIALIZED CAMPUS FACILITIES SHOULD BE EXPLORED BEFORE NEW COMMITMENTS TO SPECIALIZED SPACE AND MAJOR EQUIPMENT ACQUISITIONS ARE MADE.

Implications: While field-centered instruction is recommended primarily because of the greater vitality it will bring to Peabody's academic programs, it will also reduce the need for some specialized space and equipment on the College campus.

X. SUMMARY

In summary, what has the Select Committee recommended?

The Select Committee has recommended that George Peabody College for Teachers become an institution totally devoted to the teaching and learning processes, to learners and teachers, and to those who plan and manage educational systems anywhere in the world. To accomplish this goal it will eliminate existing programs that do not contribute directly to the field of professional education and will revitalize those that do. Peabody will develop new training programs leading to professional certification, conceptualize new professional programs for educators who work outside of the schools, and create more limited training activities leading to professional certificates of attainment. Research relevant to the education enterprise and direct service to schools and other education agencies will be given increased emphasis as avenues to professional leadership.

The Select Committee has recommended for the Peabody of the future a flat administrative structure -- one that eliminates the vice presidential level and yet provides the President with a more manageable span of control by reducing from seventeen to four the number of officials reporting directly to him. Functions that are now widely scattered have been consolidated. Responsibility and authority of administrative officers of the College have been clarified so that they may function more effectively and that their performance may be evaluated. And, by reducing the complexity of the administrative hierarchy the Committee has recommended a system that should be more responsive to the needs of the faculty and students while providing the President with more direct channels through which to exercise his leadership.

The Select Committee has recommended a dual approach to the problems of College finance -- the increase of income on the one hand and the husbanding of resources on the other. Grants and contracts for research, training, and direct service to educational agencies are seen as sources of both support and academic vitality; provision has been made for increasing Peabody's participation in such activities. Gifts and bequests in increasing amounts will be required; the Committee has recommended the establishment of a professional development program to lead in their acquisition.

The Select Committee has recommended that all College resources be applied to priority programs through which Peabody can fulfill its leadership role. The termination of small, costly programs in business education, home economics, and modern languages has been recommended. So too has the closing of the Demonstration School, an arm of the College which has lost its function and become a major drain on its assets. The number of administrative officers has been reduced. Limitations on the size of academic majors and increased use of specialized offerings in other University Center institutions have been advocated as means of reducing expenditures. A reduction in the number of College-funded faculty positions and increased productivity of both faculty and staff have been called for. Restraint in the construction of new facilities has been advocated.

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The Select Committee has recommended that academic programs of the College lead to professional degrees, eliminating some arts degrees now offered. It has urged that the traditional undergraduate-graduate distinction be dropped in favor of a five-year Basic program of preservice preparation with Advanced programs leading to specialist and doctoral degrees. The Committee has advocated educational programs in which all professional components are competency-based and field-centered. A shift in organizational structure from existing academic departments and divisions to multidisciplinary program areas also has been recommended, academic disciplines being retained only as common interest groups without administrative responsibility.

The Select Committee has recommended the establishment of a series of policy councils through which members of the administration, faculty, staff, and student body can conduct College business and can propose policy on student, academic, personnel, and fiscal matters. Provision has been made throughout for decisions on academic affairs to be made by persons most knowledgeable about the problems and most involved in their resolution.

The Select Committee has recommended an increased emphasis on services to prospective students, students, and alumni. It has urged expansion and coordination of recruitment and admissions programs. Proposals designed to enhance the quality of life for Peabody students have been advanced. And an increase in College placement services has been recommended as one means of assuring a continuing flow of students to Peabody as well as a vehicle for their subsequent advancement in the profession.

The Select Committee has recommended a number of measures designed to increase the stature of the Peabody faculty. A salary formula based on merit of performance and an evaluation system which will substantiate judgments of merit have been proposed. Compensation equivalent to that of faculty members in other doctoral degree granting institutions and adoption of a comprehensive faculty development program have been advocated.

The Select Committee has recommended that existing facilities on campus be renovated and refurbished to better serve the College programs, students, and faculty. The use of field-centered instruction has been urged as a means of reducing demands for new space and new equipment on campus as well as a means of assuring program vitality.

All these recommendations, presented in condensed form here but elaborated on and justified in this report, contribute to the Select Committee's design for the future of George Peabody College for Teachers.

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APPENDICES

- Appendix A. Rationale for the Recommendation for Termination of Basic Programs in Business Education, Home Economics, and Modern Languages
- Appendix B. Proposals for Improvement of Library Services
- Appendix C. Rationale for the Recommendation to Close the Peabody Demonstration School
- Appendix D. Election Procedures

APPENDIX A

Rationale for the Recommendation for Termination of Basic Programs in Business Education, Home Economics, and Modern Languages

Four major factors entered into the Select Committee's recommendation that instructional programs be discontinued in business education, home economics, and modern languages.

1. All three programs are very small and/or have experienced declining enrollments in recent years. The number of majors graduating from them over the past six years are as follows:

	1969	1970	1971	1972	1973	1974
Business Ed.	11	23	13	19	12	7
Home Economics	22	11	14	14	8	8
Modern Languages	3	6	1	3	5	3

2. Costs of instruction are high because of small classes and low student credit hour production. The average cost per student credit hour for the three departments and for the College for three years are:

	1969-70	1971-72	1972-73
Business Education	\$27.85	\$22.90	\$39.34
Home Economics	23.91	34.37	52.45
Modern Languages	60.88	48.05	66.87
College Average	27.89	27.17	39.83

It should be noted that the College average includes very extensive graduate programs while the three departments considered here do not. The comparison with the College average is less favorable than it would be if only undergraduate programs were considered.

Average class sizes for Fall, 1973 and average faculty student credit hour production for the academic year 1973-74 were:

	Course Level		Faculty Load
	100 Level	200 Level	
Business Education	14.6	10.5	260 s.c.h.
Home Economics	11.2	13.0	231 s.c.h.
Modern Languages	12.3	10.6	220 s.c.h.
College	23.6	19.5	

3. All three program areas would require major expenditures to bring them up to the point where they could compete effectively for students on the basis of faculty, offerings, and facilities. The current programs are operating only because of the heroic efforts of their faculties. Additional faculty members would be needed in each area, further increasing the cost per credit hour of instruction for the foreseeable future. Costly equipment and supporting services would be required immediately in modern languages and in business education if the programs were continued.
4. The Select Committee does not see any realistic possibility for any of the areas of instruction to mount a leadership program for the community, state, or nation. Vanderbilt University has extensive language offerings to which Peabody students have access. Indeed, Vanderbilt already produces a much greater number of modern language teachers than Peabody does. A private institution such as Peabody operates at a great disadvantage to state land grant institutions such as Tennessee State University in the area of home economics. At least one other state university in the area is currently considering dropping its home economics major because of sharply declining enrollments. The Business Education Department produces hardly any educators now, and there is little prospect for their being able to do so in the near future. Certainly other colleges such as Belmont and U.T., Nashville are in a better position than Peabody to assume leadership in this area.

It is for these reasons that,

The Select Committee recommends that:

PROGRAMS OF INSTRUCTION IN BUSINESS EDUCATION, HOME ECONOMICS, AND MODERN LANGUAGES BE DISCONTINUED AT PEABODY.

Implications: There are a total of 12 students who have approved programs of studies in these three areas at this time. Another 9 are upperclassmen who have not yet had major field programs approved. Most of these individuals will be able to complete their degree requirements by August, 1975. Through the use of offerings in other local colleges and universities and a relaxing of restrictions on amounts of off-campus work permitted in the senior year, nearly all the other students could complete their programs by August, 1976. The phaseout of the three major field programs could be completed by that time.

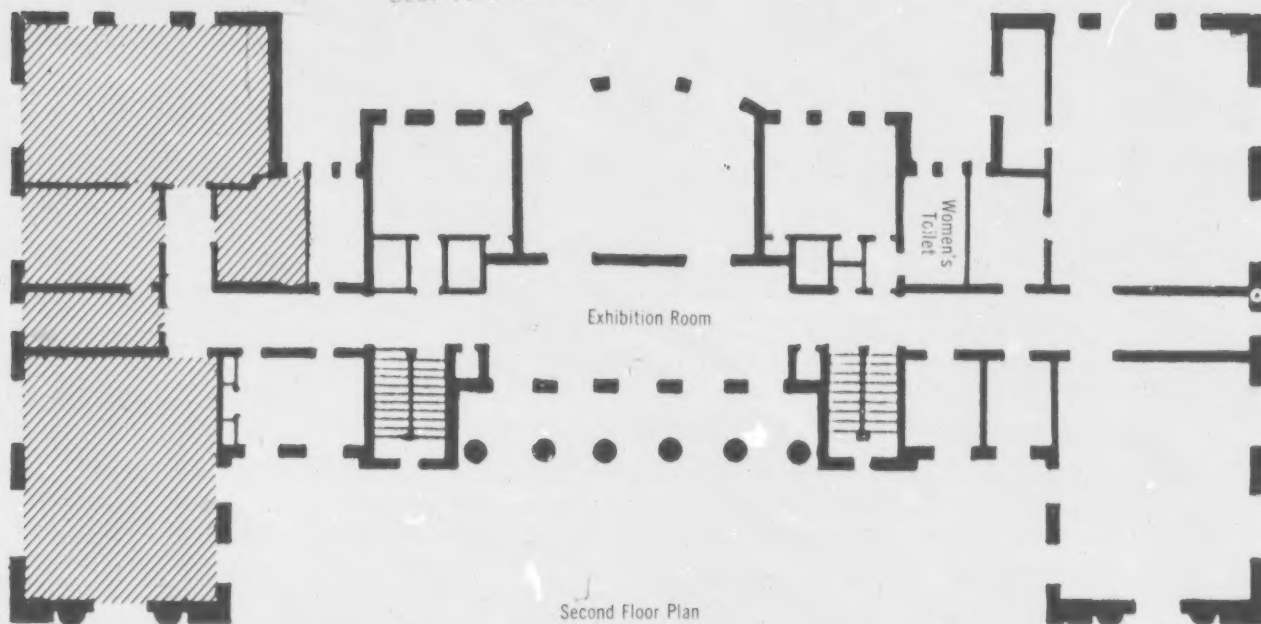
There are eight faculty members with 1974-75 salaries totalling \$98,850 in the affected departments. Two women (an associate professor and an assistant professor) are tenured. An effort would be made to find alternative professional duties for them at Peabody if they choose to remain. A third tenured faculty member will be retiring in May, 1975. Four other faculty members (an associate professor, an assistant professor, and two instructors) have term appointments which expire in 1975. They would be aided in finding other employment when their current contracts expire. One assistant professor is on contract until May, 1976. It is unlikely that her services would be needed after May, 1975, however, so she too would be aided in seeking another

post. One instructor is on half-time appointment, paid entirely by Vanderbilt University, to supervise student teachers in modern languages. If Peabody is to continue to supervise Vanderbilt student teachers in this field, her services would continue to be needed. She, or her counterpart, could become a faculty member in the program area for Educators of Youth.

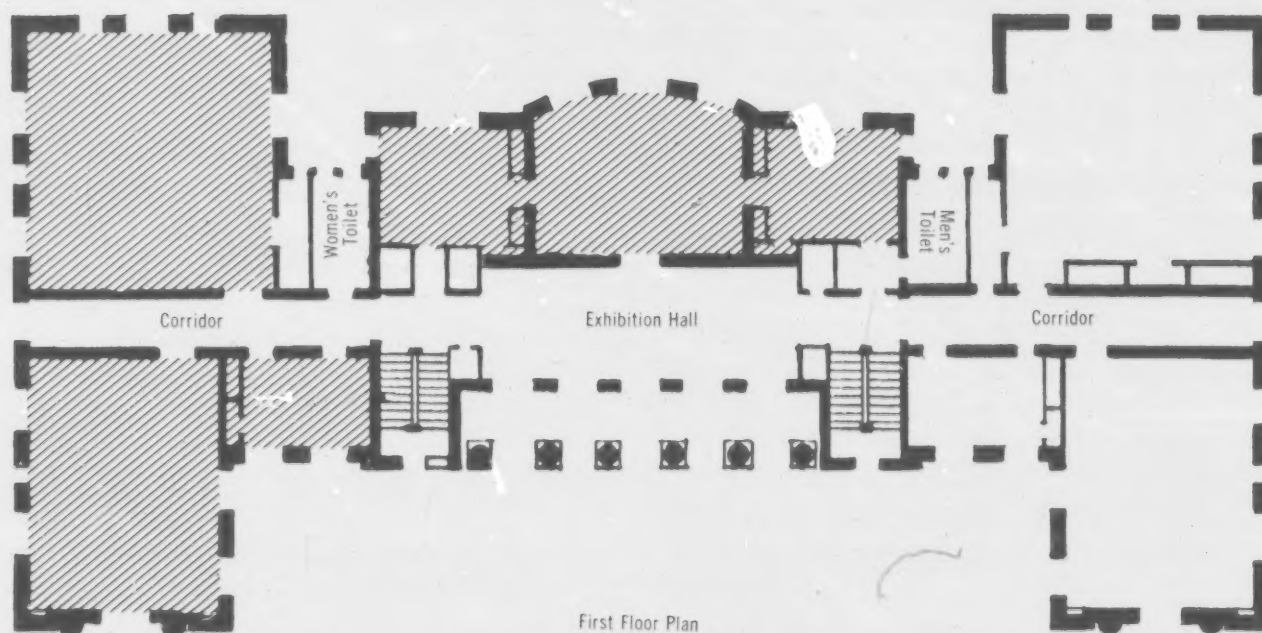
Offices and classrooms now used by the Departments of Business Education, Home Economics, and Modern Languages occupy 7,877 square feet of space (3,326 in the I.A. Building and 4,551 in the Home Economics Building) (See diagram.) These areas, and the 2,788 square feet of the I.A. Building occupied by the Demonstration School (also noted on the diagram), are sound and can be renovated to meet other College needs.

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Second Floor Plan

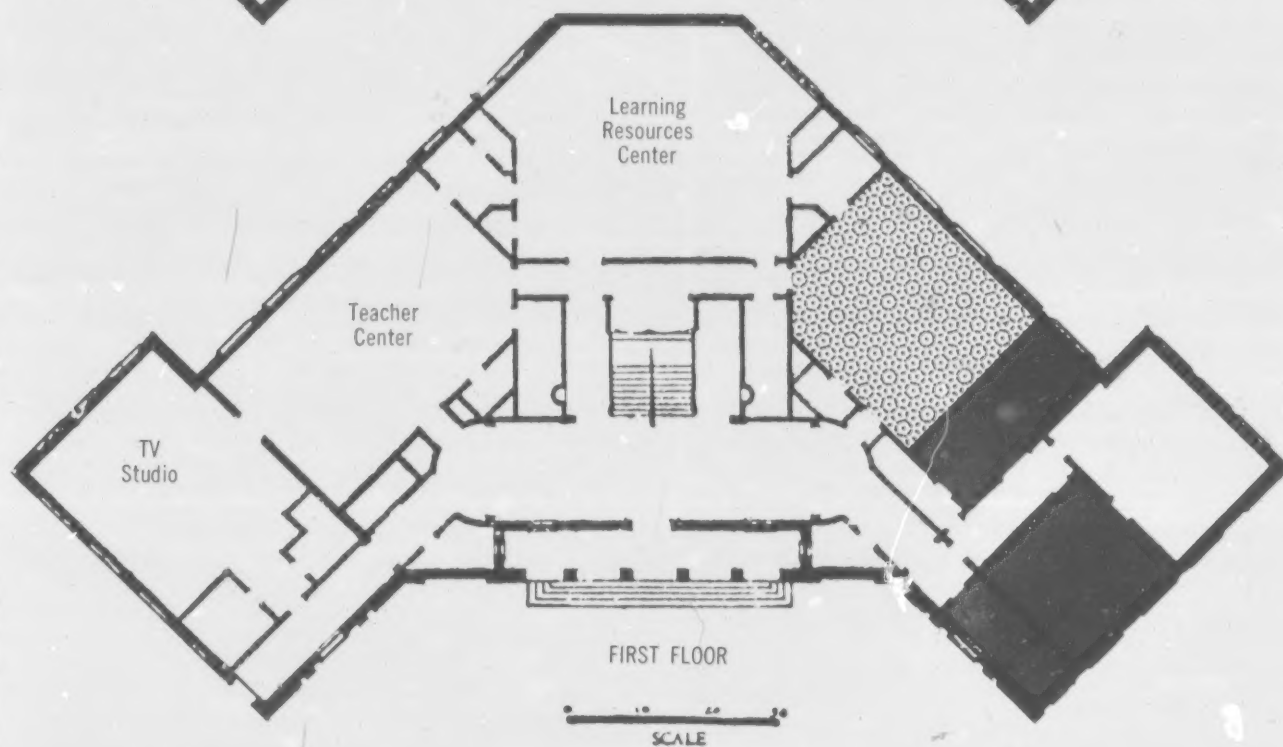
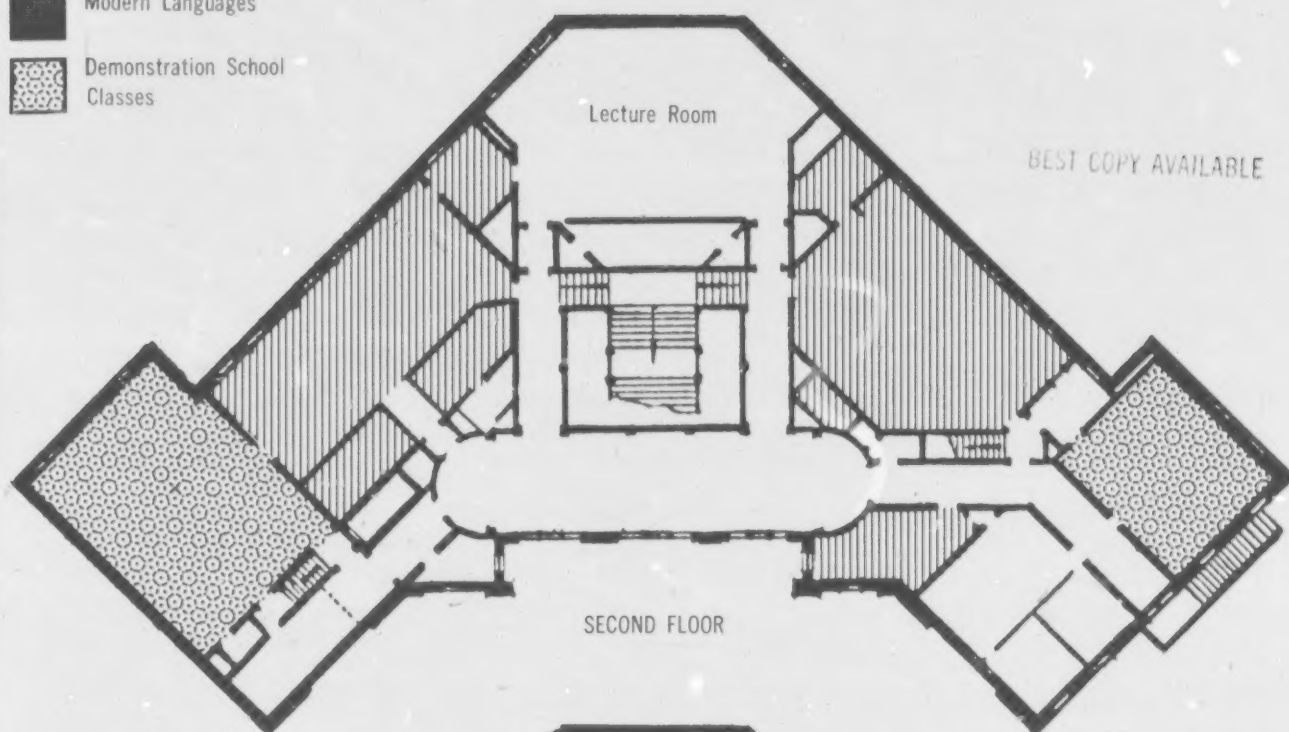


First Floor Plan

-  Business Education
-  Modern Languages
-  Demonstration School Classes

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INDUSTRIAL ARTS BUILDING
GEORGE PEABODY COLLEGE FOR TEACHERS
NASHVILLE, TENNESSEE

APPENDIX B

Proposals for Improvement of Library Services

The Joint University Libraries system is one of Peabody College's important assets. A model of interinstitutional cooperation, it has implications for other aspects of Peabody's academic program. The Peabody Division within the system can be strengthened through a number of actions and policies. They include:

1. A new title designation which would reflect the topical and not the institutional nature of the library. Accordingly, it is recommended that the Peabody Division of the Joint University Libraries system should be renamed The Education Library.
2. A clearly defined collections policy. It is recommended that the Peabody Division of the Joint University Libraries should be devoted exclusively to books on education and human development related to education.
3. A "radical weeding" of the present holdings of the Peabody Library to eliminate much material that is no longer relevant to the purposes of the College. It is estimated that such a weeding would reduce the current holdings of 210,000 volumes by as much as 50,000 volumes. This would bring the holdings below the 190,000 volumes for which the library was originally intended and would make it possible to add another 30,000 volumes over the next ten to fifteen years without taxing available space.
4. The purchase of microfiche or microfilm as well as hard copy on new journals. The hard copy would not be bound as presently but would be disposed of after a reasonable period of use. This would leave the filmed version available for student and faculty research.
5. Conversion of the old bound periodicals to microfiche or microfilm. Sale of the hard copy now in the stacks might bring in enough money to make the conversion to microfiche or microfilm a break-even proposition.
6. An increase in the staff of the Peabody Division to permit it to stay open more hours than at present. This move would not only be a convenience to on-campus students, but would become a necessity if much of the instruction at Peabody is field-centered and causes the students and faculty to be off campus during the day.
7. Bringing the Peabody Collection of Books on Children into the regular budget of the Peabody Division of the Joint University Libraries system. This unique collection brings a note of distinction to the Peabody Library and should not be allowed to wax and wane as support for it becomes available through gifts and bequests of donors.

8. Adoption of an "approval plan" for books in education and related aspects of human development to assure that the collection will be reasonable comprehensive and of high quality.
9. Renovation of the Peabody Library building. This needed renovation would involve the removal of the Library School and the Library School Library from the Education Library of the Joint University Libraries system.

In addition to improvements in the Peabody Division, there are actions and policies that can encourage an even fuller use of the Joint University Libraries system by Peabody faculty members and students. They include:

1. Training for Peabody faculty and students in the location and use of the specialized topical libraries on the Vanderbilt campus.
2. More rigid enforcement of the policy of not duplicating in a series of Joint University Libraries the specialized books for which a limited usage is anticipated.
3. Central warehousing of limited usage volumes for the Joint University Libraries system as a whole. Such an arrangement whereby little-used books could be made available on 24-hour notice but not maintained on the shelves would reduce the pressure for additional shelving in all branches of the system.
4. Utilization of the Joint University Libraries special libraries for old and valuable books now contained within the Peabody Division library. The present arrangement of having certain valuable books still on the shelves does not provide the necessary protection for these valuable materials.
5. A single I.D. card for faculty members and students throughout the Nashville University Center.

APPENDIX C

Rationale for the Recommendation to Close
the Peabody Demonstration School

Campus laboratory schools have had a long association with Peabody College. The Winthrop Model School, established by the Board of Trustees of the Peabody Normal College in 1889, was the first laboratory school in the South. Its successor, the Peabody Demonstration School, was founded on the campus of George Peabody College for Teachers in 1915. The assumption of both, and of the campus laboratory school idea in American teacher education, was that such institutions would be centers of educational enlightenment. They would be places for the most exemplary practices, Meccas to which educators would journey. And, indeed, as the teacher education movement blossomed in the closing decades of the 19th century and reached full flower in the first half of the 20th century, this was the case with many of the laboratory schools, including those associated with Peabody.

As public elementary and secondary education has come of age in the United States, however, the campus laboratory school has become increasingly anachronistic. Enlightened school systems, one after another, have become locuses of educational experimentation and innovation. They have proudly developed their own "lighthouse schools" that point the way to new practices in response to changing educational theory and societal circumstances. There is perhaps no better illustration of the demise of the laboratory school idea than the failure of laboratory schools across the nation to take leadership roles in the educational reform movement of the 1950's and 1960's. For this and other reasons, it becomes increasingly apparent that the laboratory school idea is a vestigial remains of an earlier era in teacher education in America.

There are a number of reasons for the decline of the laboratory school. They apply to laboratory schools in general but they are also associated with the Peabody Demonstration School situation in particular.

- The student body is unrepresentative of the American population. Badly skewed both economically and intellectually, it does not provide the kind of classroom mix that is useful or appropriate for laboratory purposes.
- Like the students, the parents are also not broadly representative of the American population. Parental concerns, particularly as regards college admission for their children, have often served as a brake to educational innovation or the use of the laboratory school for student teaching purposes. The consequence is a school that is basically a private college preparatory institution.
- The preparatory function, when combined with conflicting goals of student teaching and observation vs. experimental research and theory development, has resulted in placement on the shoulders of most laboratory schools, including the Demonstration School, an almost impossible burden of multiple purposes.

- Conflicting purposes and a multitude of responsibilities have been contributing factors in preventing Demonstration School teachers from achieving recognition as full members of the College faculty.
- Many laboratory schools, including the Demonstration School, have long suffered from what one educator has called "financial malnutrition." With regard to the Demonstration School, at least as far back as 1935, as knowledgeable an authority on the school as Dr. J.E. Windrow was calling attention to the problem of College financial policy in relation to Demonstration School deficits.

In response to continuing questions concerning the educational role and fiscal status of the Demonstration School, the Peabody Board of Trustees passed a resolution requesting the Division of Surveys and Field Services to study the role of the Peabody Demonstration School in terms of contemporary needs of the College. The first two Findings and Conclusions of the survey report, submitted to the Board in May, 1973, were:

- While some efforts have been made during the last three years to recapture the "demonstration role" of the school, the school in 1972-73 must be described primarily as a private college preparatory school, providing only limited laboratory school functions which do not interfere with its major function.
- Two alternatives to the present role of the school are: (1) to serve strictly as a private college preparatory school, and (2) to establish the laboratory school function as the primary role.

The Division's Study Report went on to conclude:

- Changing the present role of the school to serve primarily the many functions of a laboratory school is not feasible in light of the present financial pressures on the College.

The Select Committee concurs in the opinion that the conversion of the Demonstration School to a laboratory school would not be educationally or economically feasible. Several million dollars would be required for the modernization of the facilities. Very extensive scholarship programs would be required if a reasonably representative student body were to be enrolled. And an increase in teacher salaries of at least \$200,000 per year would be required to recruit and retain a faculty qualified to play key roles in the College programs.

The Division report further stated:

- Findings of the study do not support changing the school's role to that of strictly a private school serving only the needs of its clientele.

With respect to this conclusion also, the Select Committee is in complete agreement with the survey staff. Financial considerations

alone are persuasive.

1. The Demonstration School has operated at an estimated deficit of \$460,442 to \$750,000 over the past seven years. (Table I provides "official" data on this deficit but the Vice President for Administrative Affairs estimates that overhead costs have been underestimated by approximately \$41,000 per year.)
2. Deficiencies in Demonstration School facilities identified in the Division report of May, 1973 which still exist would cost approximately \$325,000 to rectify, according to Peabody's Director of Physical Facilities.
3. Faculty salaries would have to be raised by an estimated \$132,000 per year to bring them to an acceptable professional standard. Demonstration School teachers are now paid this much less than their counterparts in Metro Schools.
4. The value of the land and buildings of the Demonstration School and a fair rate of return to the College for their use would have to be reckoned into the cost of private schools using college facilities.

In the light of these considerations the income level of the Demonstration School would have to be increased very substantially (probably by as much as 50%) if it were to become an economically viable institution.

A comparison of the tuition and fee structure of the Peabody Demonstration School indicates that it is among the least expensive of the independent schools of the Nashville area. (See Table II.) Even with the substantial increase in tuition, which occurred in 1969-70 (offset to some extent by reduction in tuition at the lower grade levels), costs for students attending the Peabody Demonstration School run well below those of students at Montgomery Bell Academy, Harpeth Hall, Battle Ground Academy, Ensworth School, Brentwood Academy, and Franklin Academy. Only in the church-supported institutions (David Lipscomb and Father Ryan) are the tuition and fees lower than the Peabody Demonstration School. One might consider, therefore, the possibility of raising tuition and fees to the extent needed to cover the anticipated costs. To provide an income 50% greater than that in 1972-73 with no diminution in size of student body (810) would require a tuition rate of \$1500 per year. If the enrollment were reduced by 25% as a result of rising costs or separation from the college, the tuition rate per student would rise to approximately \$2000 per year. Such charges would be greater than those in the other independent schools in the area and would mean that the Peabody Demonstration School would no longer be an "inexpensive" alternative to institutions such as Montgomery Bell Academy and Harpeth Hall. Academic and social programs of the Demonstration School would have to be perceived to be clearly superior to those of its competitors if it were to maintain an adequate enrollment under these circumstances.

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The Select Committee on Peabody's Second Century finds, in the summer of 1974, that the first four conclusions reached by the staff of the Division of Surveys and Field Services in May, 1973, are still sound. The Division staff, operating under the assumption that the Demonstration School would continue to exist even though it could not function primarily as a laboratory school, went on to conclude:

- Consequently, the most practicable and justifiable role of the school is the role which continues to meet the educational needs of its paying clientele and which, at the same time, provides the broadest services possible to the College program without adversely affecting the compatibility of the two purposes.

The Select Committee considered all possible options, unencumbered by the assumption that Peabody College must, or should, continue to operate its Demonstration School even though it serves primarily as a private school for its paying clientele, contributing little to the realization of the central mission of the College. Under these less restrictive conditions and in light of both curricular and fiscal concerns,

The Select Committee recommends that:

INASMUCH AS THE PEABODY DEMONSTRATION SCHOOL CANNOT ASSUME A MAJOR LABORATORY SCHOOL ROLE FOR THE COLLEGE AND CANNOT BECOME A FISCALLY INDEPENDENT, HIGH QUALITY PRIVATE SCHOOL UNDER A COMPREHENSIVE PROGRAM OF COST ACCOUNTING, THE PEABODY DEMONSTRATION SCHOOL SHOULD BE CLOSED.

Implications: The curricular implications of this recommendation are that College students will rely, even more completely than at present, on the public schools and other educational agencies for observation, participation, and practicum experiences. Since the Demonstration School does not serve these functions to any great extent at present, the curricular implications for the College are not great.

Closing the Demonstration School in May, 1975 will mean that approximately 700 students who would normally be continuing there will need to find alternative schooling for the 1975-76 academic year. Termination of Demonstration School programs within a single year would adversely affect those students who might expect to graduate in May, 1976. Consideration might be given to operating courses for seniors through 1975-76 to accommodate these students.

Some fifty-six Demonstration School teachers also will be displaced by the closing of the school. A concerted effort must be made to aid these persons in their search for alternative employment. Secretarial and other non-academic staff members can be employed on the College campus.

The physical facilities of the Demonstration School and the space its classes now occupy in the I.A. Building can be utilized, after extensive renovation, for other program purposes. They can be used with relatively minor modifications initially to accommodate different College programs while other facilities are being remodeled or refurbished.

Table I.

Comparison of Expenditures and Income for the
Peabody Demonstration School, 1966-67--1972-73

School Year	Expenditures	Income	Deficit
1966-67	\$464,356	\$350,540	\$113,816
1967-68	482,144	346,477	135,667
1968-69	503,869	421,441	82,428
1969-70	613,592	550,931	62,661
1970-71	640,340	529,783	110,557
1971-72	702,042	837,314	(135,272)
1972-73	<u>903,121</u>	<u>812,536</u>	<u>90,585</u>
Seven Year Total	4,309,464	3,849,022	460,442

Sources: Data for 1966-67 through 1971-72 are drawn from Table 1 of The Role of the Peabody Demonstration School: A Study Report, May 1973. Data for 1972-73 are from Vice President William Force's report of January, 1974.

Table 11.

TUITION AND FEES FOR NASHVILLE AREA INDEPENDENT SCHOOLS

1979-80

School	Tuition	Fees
Montgomery Bell Academy	\$1205 Grades 7 & 8 1305 Grades 9 - 12	\$15 each for art, sciences, etc. \$40 athletic fee Lunch extra
Harpeth Hall	\$1300 Grades 6 - 12	Lunch provided Vary up to \$25 for science, art, etc. Books extra
Harding Academy	\$1200	\$25 application fee students bring lunches
Battle Ground Academy	\$1150	\$80 per semester for bus \$100 per semester for lunches \$10 lab fee \$10 reading fee for 9th grade \$10 breakfast fee
Ensworth School	\$700 pre-1st Grade \$900 Grades 1 & 2 \$1000 Grades 3 & 4 \$1050 Grades 5 & 6 \$1100 Grades 7 & 8	\$96 for fees, lunches, books, supplies, annual \$210 " " " " " " \$248 (3rd); \$253 (4th) \$253 " \$253 (7th); \$263 (8th)
Brentwood Academy	\$1000	\$75 lab fee; \$25 application fee; lunches provided
Franklin Academy	\$375 Kindergarten \$800 Grades 1 - 6 \$900 Grades 7 - 8	\$25 materials fee \$25-55, books, lockers, gym suits \$25-55, " " " \$60/quarter lunches; \$8/quarter milk for those who bring lunch.
Peabody Demonstration School	\$750 Nursery School & Kindergarten \$800 Grades 1 - 4 \$900 Grades 5 - 8 \$950 Grades 9 - 12	\$20 Nurse fee; \$30 Materials fee; \$66/semester for lunch \$40 Materials; \$66/semester for lunch (1 & 2); \$80 lunch (3 & 4) \$40 Materials (5 & 6, books included); \$25 Materials (7 & 8, books excluded); \$40 Activities; \$80/semester for lunch. \$40 Activities; \$80 Lunch (9 - 10 only); \$40 Arts and Crafts; \$20 Science; \$20 P.E.; \$10 English; \$20 Film Study.
David Lipscomb High	\$800	Includes all fees, but student may buy own annuals and lunches
Father Ryan High	\$800 - 1 non-catholic; \$350 - each additional student \$400 - 1 catholic \$555 - 2 or more additional catholic children	Students buy own yearbooks, books, supplies and lunches. May be fee for chemistry and physics, but informant was not sure.

APPENDIX D

Election Procedures

The three constituencies from which representatives will be elected are faculty, students, and staff. As Peabody moves into a system which allows for much greater participation in policy determination, the three groups are at different places in terms of existing organizations. With the adoption of the present report, the Faculty Advisory Council ceases to exist. The present Student Government Association and the Graduate Council already have held elections for the 1974-75 academic year. The existing Staff Club has served both as a social organization and as a channel of communication with the administration, but it has not included in its membership all who hold staff positions. For this reason a different election procedure will be required for each constituency.

Proposed here is a model for both the initial and future elections. Where necessary to make the procedure operable, procedures to be used during the first year only will be indicated. For example, three year terms are suggested for members of some Councils to provide time for the members to develop expertise in the substantive issues and in the procedures to be followed. Under such a system one person will rotate off each year, with two remaining for continuity. For the first year it will be necessary to elect one person for a three year term, another for two years, and the third for one year. After the first year, only one person will need to be elected. In those subsequent elections, however, the election procedures may be modified to fit the changed circumstances.

Faculty Procedures

Since there is no existing organized body to handle the initial election, the procedure will be handled out of the office of Dean Jewell Phelps. In future years the election will be conducted by the faculty chairperson.

Steps in the election process will be:

1. Each member of the faculty will be provided with a list of faculty members eligible to hold office.
2. Each member of the faculty will indicate his first, second, and third choice for chairperson by marking by the names of his choices C1, C2, C3. In a similar manner the faculty member will indicate first, second, and third choices for recorder by marking the names of his choices R1, R2, R3.
3. A weight of 3 will be assigned for each first choice, 2 for second choice, and 1 for third choice. These point weights will be totaled for each eligible faculty member. The names of four nominees for chairperson with the highest point totals will appear on a ballot. The names of the two nominees for recorder with the highest point totals also will appear on the ballot.
4. The ballot will be prepared and sent to each faculty member. The faculty member will be asked to rank the nominees for each

position. A weighting formula similar to the one described above (but giving a maximum weight of 4 for first choice for chairperson and a maximum weight of 2 for first choice for recorder) will be applied. The person with the highest point total for chairperson will be considered elected. The person with the second highest point total will be declared the chairperson-elect. The person with the highest point total for recorder will be considered elected. In case of a tie, the election will be settled by lot.

5. The three elected officers of the faculty will serve as a nominating committee for faculty positions on the Council on Academic Policy, the Council on Student Policy, and the Council on Personnel Policy. A mail ballot will be prepared with nine nominations for the six positions on the Council on Academic Policy and five nominations each for the three positions on the Council on Student Policy and the Council on Personnel Policy. Space will be provided for writing in the names of other candidates for Council membership. Each voter will be asked to rank all nominees. A weighting formula similar to the ones referred to previously will be applied. In the election of members of the Council on Academic Policy, the two persons with the highest point totals will serve three year terms, the two with the next highest number of points will serve two year terms, and the next two in point totals will serve one year terms. In the election of members for the Council on Student Policy and the Council on Personnel Policy, the person with the highest number of points will serve a three year term, the person with the second highest number of points will serve a two year term, and the person with the next highest point total will serve a one year term.
6. Following these elections a procedure similar to that described in steps 1 through 4 above will be followed to elect from the entire faculty a faculty personnel appeals committee of three members. This is the committee called for in the due process design recommended by the American Association of University Professors and endorsed by the Association of Governing Boards, to provide a hearing by peers when needed. Any member of the faculty may be elected except the three elected to the Council on Personnel Policy which has the responsibility for making the initial investigation on faculty grievances.

Student Procedures

Since Student Government Association and Graduate Council officers already have been elected for the 1974-75 academic year, it is proposed that complete implementation of a student election system be postponed until the spring of 1975. At that time a campus-wide election will be held in which all students will be urged to participate. In the meantime, the president of the Graduate Council will serve as chairperson of the Council on Student Policy, and the president of the Student Government Association will be one of the representatives from Basic Programs. A joint meeting of the officers of the Graduate Council and the Student Government Association will be called by the Dean of Students to identify the remaining representatives to the Council on Student Policy and the representatives to the Council on Academic Policy. Procedures to be followed in the selection of these

representatives will be determined by the combined group of officers of the two existing student organizations. During the first year of operation the Council on Student Policy will establish for use in future years a procedure for election of officers of the Student Association and the selection of representatives to the Council on Student Policy and Council on Academic Policy.

Staff Procedures

Since the Staff Association is new, there having been no organization including all staff members previously, the Executive Dean for Administrative Affairs will convene a meeting of all members of the staff. At that time the purposes of the Staff Association and the Council on Personnel Policy will be explained. Procedures to be followed in the election of Association officers and Council representatives will be outlined for all technical/professional, classified, and hourly employees. As with the faculty, there being no existing organized body to handle the initial election, the procedure will be handled out of the office of Dean Jewell Phelps. In future years the election will be conducted by the Staff Association chairperson.

Steps in the election process will be:

1. Each member of the staff will be provided with a list of staff members eligible to hold office.
2. Each member of the staff will indicate his first, second, and third choices for chairperson by marking by the names of his choices C1, C2, C3. In a similar manner the staff member will indicate first, second, and third choices for recorder by marking the names of his choices R1, R2, R3.
3. A weight of 3 will be assigned for each first choice, 2 for second choice, and 1 for third choice. These point weights will be totaled for each eligible staff member. The names of four nominees for chairperson with the highest point totals will appear on a ballot. The names of the two nominees for recorder with the highest point totals also will appear on the ballot.
4. The ballot will be prepared and sent to each staff member. The staff member will be asked to rank the nominees for each position. A weighting formula similar to the one described above (but giving a maximum weight of 4 for first choice for chairperson and a maximum weight of 2 for first choice for recorder) will be applied. The person with the highest point total for chairperson will be considered elected and will become an ex officio member of the Council on Personnel Policy. The person with the second highest point total will be declared the chairperson-elect. The person with the highest point total for recorder will be considered elected. In case of a tie, the election will be settled by lot.
5. The three elected officers of the staff will serve as a nominating committee for the remaining staff positions on the Council on

Personnel Policy. Two nominations will be made from each personnel category (technical/professional, classified, and hourly) not represented by the chairperson so that, along with the chairperson who serves ex officio, all three categories of the staff will be represented on the Council. The names of the two candidates within a category will be placed on a ballot which will be mailed to staff members in that category. Space will be provided for write-in nominations in each category. Each voter will be asked to rank the nominees, and a weighting formula similar to the one described above will be applied. Within each category the person with the higher point total will be elected for a one year term.

6. Following these elections a procedure similar to that described in points 1 through 4 above will be followed to elect from the entire staff a personnel appeals committee of three staff members. This will provide a hearing by peers for anyone with a grievance unresolved. Any member of the staff may be elected except the three elected to serve on the Council on Personnel Policy who have the responsibility to make the initial investigation.